

## Guidance for developing a safeguarding policy in school

**DRAFT**

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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) 2016 (*refreshed version in 2018*)
- Working Together to Safeguard Children 2015 (*refreshed version in 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) 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
<b>Front page</b>	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:	<i>We are committed to safeguarding children and promoting the welfare of children and expects all staff and volunteers to share in this commitment</i>
<b>Policy Statement</b>	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)'.  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
	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).
	Confidentiality and consent	<ul style="list-style-type: none"> <li>▪ Statement regarding professional confidentiality. Staff must never guarantee confidentiality or make promises to keep secrets.</li> <li>▪ Reference to consent should also be included including exceptional reasons when consent can be</li> </ul>

		<p>over ridden</p> <p>Information on cases will be shared on a need to know basis</p>
<p><b>Guidance &amp; Legislation</b></p>	<p>Statutory Framework (to include legislation and /guidance)</p> <p>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.</p> <p>Statement from <u>Keeping Children Safe in Education 2016</u> (reviewed 2018)</p>	<p>Some policies may include the legislation that covers safeguarding in schools, in which case the list must be up to date.</p> <p>The latest available list of legislation to include could be found in ‘Keeping Children Safe in Education (July 2015)’, Appendix A (page 51), but I would not recommend simply including it without checking for changes.</p> <ul style="list-style-type: none"> <li>▪ Keeping Children Safe in Education 2016</li> <li>▪ Working Together to Safeguard Children 2015</li> <li>▪ Children and Social Work Act 2017</li> <li>▪ Education Act 2002</li> <li>▪ Ofsted guidance ‘Inspecting safeguarding in early years, education and skills’ (2016)</li> <li>▪ The Children and Family Act 2014</li> <li>▪ SEND Code of Practice 2014</li> <li>▪ Framework for the Assessment of Children in Need and their Families 2000</li> <li>▪ Berkshire procedures on line</li> <li>▪ What to do if you are worried a Child is being Abused 2015</li> <li>▪ Children Act 1989 &amp; 2004</li> <li>▪ United Nations Conventions on the Rights of the Child</li> <li>▪ Counter-Terrorism and Security Act 2015</li> <li>▪ Serious Crime Act 2015</li> <li>▪ Sexual Offences Act (2003)</li> <li>▪ Education (Pupil Registration) Regulations 2006</li> <li>▪ Information sharing advice for safeguarding practitioners 2015</li> <li>▪ Data Protection Act 1998 – <b>New guidance around GDPR coming May 2018</b></li> <li>▪ The Equalities Act 2010</li> <li>▪ Criminal Exploitation of children and vulnerable adults county lines guidance 2017</li> <li>▪ Sexual violence and sexual harassment between children in schools and colleges 2018</li> <li>▪ The Education (Health Standards) (England) Regulations 2003</li> <li>▪ The Further Education (Providers of Education) (England) (Regulations) 2006</li> <li>▪ 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</li> <li>▪ The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940</li> </ul>

		<ul style="list-style-type: none"> <li>▪ The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387</li> <li>▪ The Education (School Teachers' Appraisal) (England) Regulations 2012</li> <li>▪ The Education (Independent School Standards) Regulations 2014</li> </ul>
<b>Other policies</b>	Reference to Early Help Services To include in appendices	<ul style="list-style-type: none"> <li>▪ Slough's Safeguarding Threshold document and referral pathway document (including cue card)</li> <li>▪ Allegations against Staff</li> <li>▪ Attendance policy</li> <li>▪ Behaviour policy (<i>should include Positive handling reference - The use of reasonable force advice for head teachers/proprietors, staff and governing bodies July 2013</i>)</li> <li>▪ Health &amp; Safety policy</li> <li>▪ Relationship and sex education policy</li> <li>▪ Special Educational Needs Policy</li> <li>▪ Supporting pupils with medical conditions policy</li> <li>▪ Administration of Medication</li> <li>▪ Restraint Policy</li> <li>▪ Intimate Care Policy</li> <li>▪ Preventing racialization and extremism policy</li> <li>▪ Anti-bullying Policy</li> <li>▪ E-Safety Policy</li> <li>▪ Drugs Education Policy</li> <li>▪ ICT/Use of cameras and mobile phones in school policy</li> <li>▪ Children Missing Education Policy</li> <li>▪ Children absconding from school policy</li> </ul>
<b>Accountability &amp; Processional Conduct</b>	<p>To outline roles of:</p> <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Head teacher</li> <li>▪ Proprietor</li> <li>▪ Principal</li> <li>▪ Governor</li> <li>▪ DSL</li> <li>▪ LADO</li> <li>▪ Social Care</li> </ul> <p>A brief overview of the:</p> <ul style="list-style-type: none"> <li>▪ Roles and responsibilities:</li> <li>▪ Managing Allegations</li> <li>▪ Whistleblowing</li> <li>▪ Supervision arrangements</li> </ul>	<p><b>All Staff:</b></p> <ul style="list-style-type: none"> <li>▪ 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 avoid the 'W' questions (who, what, when, why, where).</li> <li>▪ 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</li> </ul> <p><b>DSL -</b> 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.</p> <ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Where there are concerns about the way that safeguarding is carried out in the school, staff</li> </ul>

		<p>should refer to the Whistle-blowing Policy including the NSPCC contact details:  <a href="https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/">https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/</a></p> <p><b>Reporting Concerns</b>  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]</p> <p>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).</p> <p>An up-to-date list of relevant names and contacts details should be included in the policy.</p>
		<p><b>Governor</b> – 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.</p>
		<p><b>Head teacher /Proprietor</b> –</p> <ul style="list-style-type: none"> <li>▪ The policy must be clear that any concerns about the conduct of another adult should be taken to a Head Teacher.</li> <li>▪ If the concern is about the Head teacher it should go to the Governor</li> <li>▪ In Independent schools (Proprietor led) concerns should about the proprietor to be taken directly to the local authority Designated Officer LADO</li> </ul>
<b>Site Security</b>		<ul style="list-style-type: none"> <li>▪ To reference staff ID, staff visitor and contractors security procedure</li> <li>▪ Outline the access for children late into school</li> </ul>
<b>Record Keeping and Information sharing</b>	To make reference to multi agency working	<p><b>Records</b></p> <ul style="list-style-type: none"> <li>▪ Records to be kept for 25 years</li> <li>▪ 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</li> </ul> <p><b>Multi Agency working</b></p> <ul style="list-style-type: none"> <li>▪ To attend and contribute to any professionals meetings including Early help, CIN and CP to promote the welfare of the child</li> </ul>

<p><b>Safer Recruitment</b></p>	<p>The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children</p>	<ul style="list-style-type: none"> <li>▪ Records on Single Central Record (SCR) are up to date to include:</li> <li>▪ DBS checks (enhanced) including the barred list</li> <li>▪ Checks on disqualification by association are undertaken and recorded for all staff (including temporary staff)</li> <li>▪ Safer Recruitment training for interview panel members</li> </ul>
<p><b>Categories, definitions and indicators of Safeguarding</b></p>	<p>Under The Children’s Act 1989 (CA)</p> <p><i>This can be included in appendices</i></p> <p>A brief descriptor on each of the safeguarding themes, indicators and risk indicators including reference to key legislation/policy guidance and in addition the <b><u>mandatory duty needs to be included for radicalization, FGM and CSE:</u></b></p> <p>The policy should also reference that any of the safeguarding issues/themes must e reported immediately to the DSL.</p>	<p>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 2016 (annex A page 51)</p> <ul style="list-style-type: none"> <li>▪ Neglect</li> <li>▪ Sexual Abuse</li> <li>▪ Physical abuse</li> <li>▪ Emotional Abuse</li> </ul> <p><b>Child Sexual Exploitation (CSE) – DfE 2017</b> The statutory definition can be found: <a href="https://www.gov.uk/CSE-definition-and-a-guide-for-practitioners">https://www.gov.uk/CSE-definition-and-a-guide-for-practitioners</a> Or <b>Working Together 2015</b> (page 93) Resources for CSE for children with LDD <a href="http://www.bild.org.uk/resources/cse-and-ld/unprotected-overprotected/">http://www.bild.org.uk/resources/cse-and-ld/unprotected-overprotected/</a></p> <p><b>Female Genital Mutilation (FGM)</b> Make reference to the legislation and the mandatory duty</p> <ul style="list-style-type: none"> <li>▪ <i>Female Genital Mutilation Act 2003</i></li> <li>▪ <i>Section 74 of the Serious Crime Act 2015</i></li> </ul> <p><a href="http://www.gov.uk/government/publications/female-genital-mutilation-guidelines">www.gov.uk/government/publications/female-genital-mutilation-guidelines</a></p> <p><a href="http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information">www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information</a></p> <p><b>Racialization and Extremism (Prevent Duty)</b> 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 <a href="http://www.gov.uk/government/publications/prevent-duty-guidance">www.gov.uk/government/publications/prevent-duty-guidance</a></p> <p><b>Children going Missing from Education (CME) 2016</b> 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.</p>

		<p>We monitor attendance carefully and address poor or irregular attendance without delay.</p> <p>Link to KCSIE guidance 2016.  <a href="https://www.gov.uk/government/publications/children-missing-education">https://www.gov.uk/government/publications/children-missing-education</a></p> <p><b>Children missing education: statutory guidance for local authorities – September 2016</b></p> <p><b>Peer on Peer Abuse</b>  The policy should be clear about the school’s response to peer-on-peer abuse, including incidents of ‘sexting’ .</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Sexting:</b>  <a href="http://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/">www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/</a></p> <p>Sexting in schools and colleges, responding to incidents, and safeguarding young people, guidance from the UK Council for Child Internet Safety (UKCCIS) 2016  <a href="https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis">https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</a></p> <p><b>Sexual assault and sexual harassment between children in schools and colleges</b> -DfE guidance 2017  <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a></p> <p><b>Gender based:</b>  <a href="http://www.gov.uk/government/policies/violence-against-women-and-girls">www.gov.uk/government/policies/violence-against-women-and-girls</a></p> <p><b>Online abuse:</b>  <a href="http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring">www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring</a></p> <p><b>Domestic abuse and coercive control</b>  <a href="http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/">www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/</a></p>
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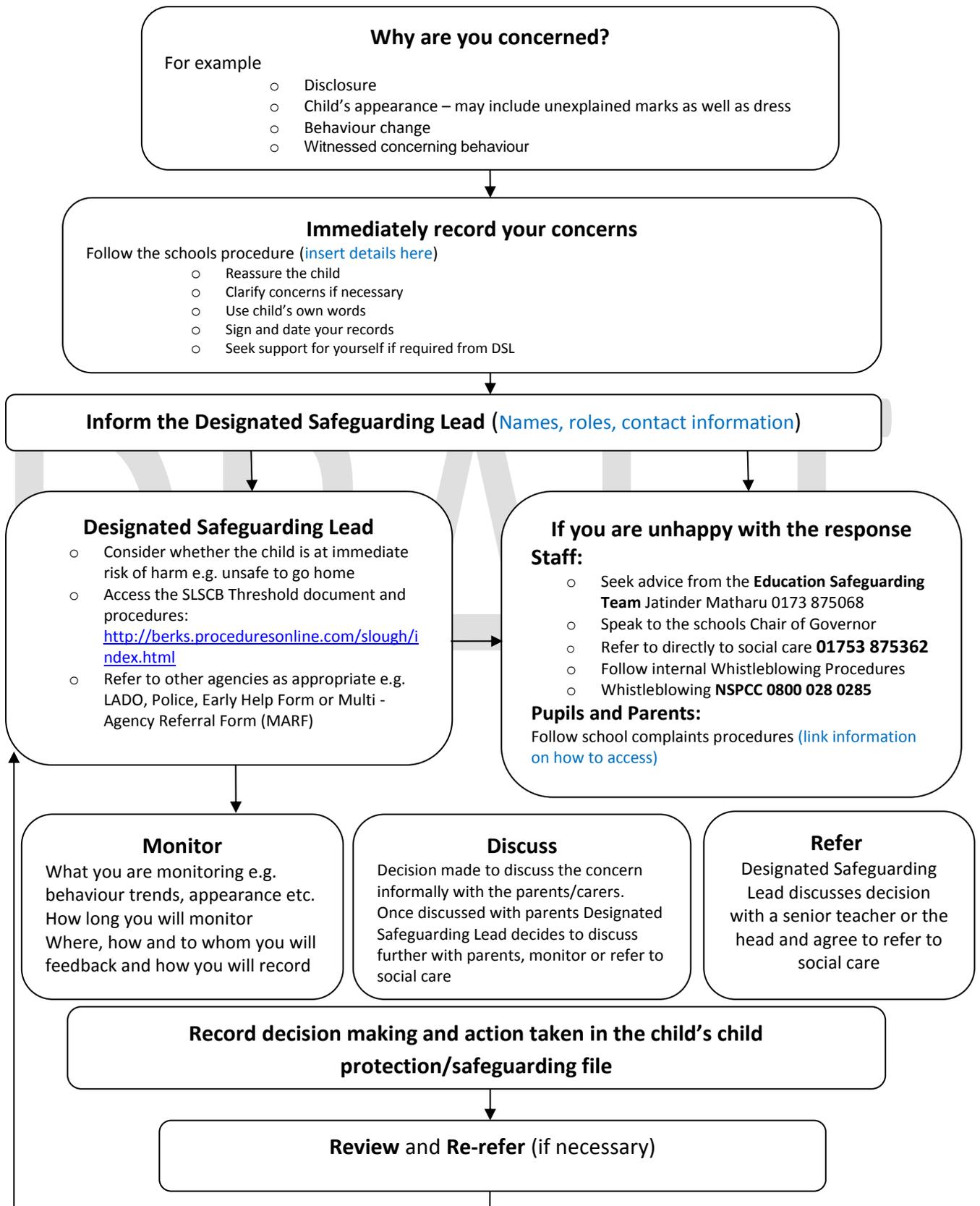
		<p><b>Substance and alcohol abuse</b></p> <p><b>Forced Marriage and Honour based violence</b>  So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, 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.  <a href="https://www.gov.uk/guidance/forced-marriage">https://www.gov.uk/guidance/forced-marriage</a>  <i>s121 of the Anti-Social Behaviour, Crime and Policing Act 2014</i></p> <p><b>Children with Special Educational needs and disabilities (SEND)</b>  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;  Children with SEN and disabilities can be disproportionately 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]  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf</a></p> <p><b>Trafficked Children and Modern Day Slavery</b>  <a href="https://www.gov.uk/government/publications/duty-to-notify-the-home-office-of-potential-victims-of-modern-slavery">https://www.gov.uk/government/publications/duty-to-notify-the-home-office-of-potential-victims-of-modern-slavery</a>  <a href="https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms">https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms</a></p> <p><b>Private Fostering</b>  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:  <a href="http://www.scstrust.co.uk/what-we-do/fostering/private-fostering/">http://www.scstrust.co.uk/what-we-do/fostering/private-fostering/</a>  <a href="http://www.gov.uk/government/publications/children-act-1989-private-fostering">www.gov.uk/government/publications/children-act-1989-private-fostering</a></p> <p><b>Bruising on non mobile children and young people</b>  Bruising and unusual marks in a not independently mobile</p>
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		<p>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</p> <p><a href="http://berks.proceduresonline.com/slough/p_bruising.htm">http://berks.proceduresonline.com/slough/p_bruising.htm</a></p>
		<p><b>Gangs and Youth violence</b></p> <p><a href="http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence">www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence</a></p>
<p><b>Professional Learning &amp; Development</b></p>	<p><b>DSLs</b> – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.</p> <p><b>All other staff</b> – 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.</p> <p><b>Safer Recruitment training</b> is available to all relevant staff and governors who are involved in the recruitment process.</p>	<p>The policy should set out the training opportunities for staff in different roles; and the type and frequency of training. This should include:</p> <ul style="list-style-type: none"> <li>▪ The level of training for each Head teacher, Proprietor, DSL, Governors and whole school staff.</li> <li>▪ To ensure everyone fully understands their safeguarding responsibilities</li> </ul> <p>Frequency and in what mode of delivery (face to face, conference, e learning) is done within timescale:</p> <ul style="list-style-type: none"> <li>• Induction Training (mandatory)</li> <li>• Awareness training for whole staff (statutory)</li> <li>• Designated Safeguarding Lead Training (statutory)</li> <li>• Safer Recruitment Training (statutory)</li> <li>• Training about preventing terrorism (statutory)</li> <li>• Training for School Governors (non-statutory)</li> <li>• Training on specific issues including Female Genital Mutilation and Child Sexual Exploitation</li> </ul> <p>Multi agency safeguarding training can be accessed here: <a href="https://www.sloughsafeguardingboards.org.uk/">https://www.sloughsafeguardingboards.org.uk/</a></p>
<p><b>Raising Awareness</b></p>	<p>Dissemination of key safeguarding messages</p>	<p>You should include how you will disseminate and promote your safeguarding policy</p> <ul style="list-style-type: none"> <li>▪ How information is displayed in school (posters)</li> <li>▪ Policy published on school website <i>** must be available online</i></li> <li>▪ Newsletters</li> <li>▪ Site security</li> </ul> <p>The policy should set out the other relevant documents all staff must have read:</p> <ul style="list-style-type: none"> <li>• Keeping Children Safe in Education (2016) [Part One]; and school leaders and staff that work directly with children should also read Annex A</li> <li>• School's Code of Conduct</li> </ul>

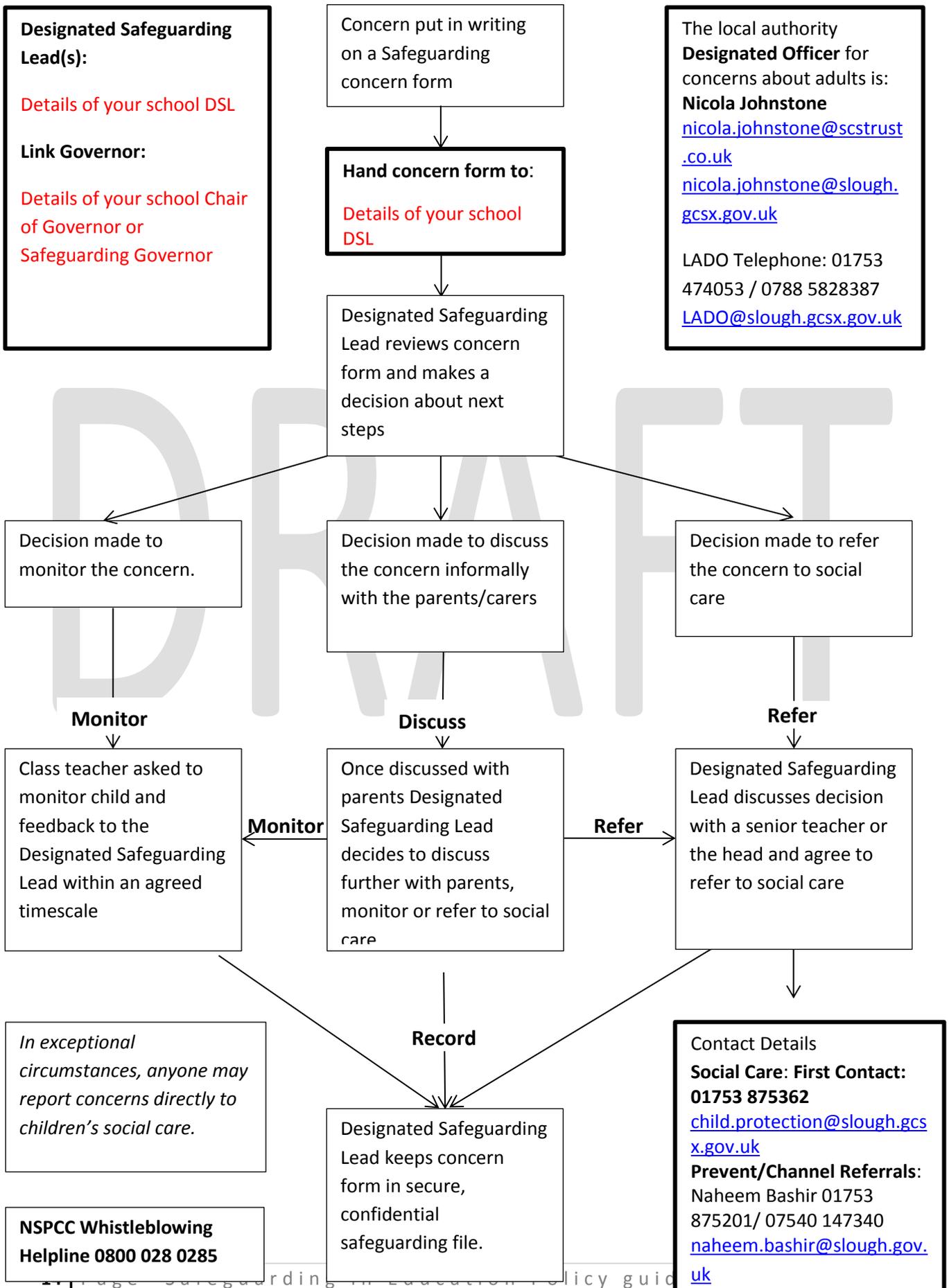
	Relationships Education	<ul style="list-style-type: none"> <li>• School's Safeguarding Policy <ul style="list-style-type: none"> <li>▪ <b>Children and Social Work Act 2017</b> makes reference to Relationships Education <i>It is now compulsory to delivery relationships education for primary school pupils in England, as well as sex and relationships education for secondary school children.</i> Pupils should also be taught about safeguarding.</li> </ul> </li> </ul>
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## Appendix 1: What to do if you have a safeguarding concern



## Appendix 2: Flow chart for raising safeguarding concerns about a child



## Appendix 3: Local Contacts

Contact	Number
Slough child protection Procedures	<a href="http://berks.proceduresonline.com/slough/index.html">http://berks.proceduresonline.com/slough/index.html</a>
Slough Children’s Services Trust Ltd	If your concern is regarding the harm of a child or young person please immediately contact: <b>First Contact: 01753 875362</b> and email <a href="mailto:child.protection@slough.gcsx.gov.uk">child.protection@slough.gcsx.gov.uk</a>
Social Care out of hours service	<b>01344 786543</b>
Thames Valley Police	<b>101</b> <a href="http://www.thamesvalley.police.uk">www.thamesvalley.police.uk</a>
NSPCC	0800 800 5000
Child line	0800 11 11
Slough LSCB	Business Manager – Betty Lynch Independent Chair – Nick Georgiou <a href="mailto:safeguardingboards@slough.gov.uk">safeguardingboards@slough.gov.uk</a>
Whistleblowing and Local Authority Designated Officer (LADO):	Nicola Johnstone <a href="mailto:nicola.johnstone@scstrust.co.uk">nicola.johnstone@scstrust.co.uk</a> <a href="mailto:nicola.johnstone@slough.gcsx.gov.uk">/nicola.johnstone@slough.gcsx.gov.uk</a> LADO Telephone: 01753 474053 / 0788 5828387 <a href="mailto:LADO@slough.gcsx.gov.uk">LADO@slough.gcsx.gov.uk</a>
NSPCC Whistleblowing advice line	0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Education Safeguarding Officer	Jatinder Matharu 01753 875068/07714 858213 <a href="mailto:jatinder.matharu@slough.gov.uk">jatinder.matharu@slough.gov.uk</a>
Prevent Coordinator	Naheem Bashir 01753 875201/ 07540 147340 <a href="mailto:naheem.bashir@slough.gov.uk">naheem.bashir@slough.gov.uk</a>
Education Standard and Effectiveness Officer (SEND)	Deborah Bowers 07712 548725 <a href="mailto:Deborah.bowers@slough.gov.uk">Deborah.bowers@slough.gov.uk</a>
CSE Exploitation Manager	Beth Mathews 01753 875835 <a href="mailto:beth.matthews@slough.gcsx.gov.uk">beth.matthews@slough.gcsx.gov.uk</a>

Other key contacts are outlined in the main document and details can be added here for further support networks nationally.