



The Brakenhale School

High Expectations and Challenge for All



Policy Title

Safeguarding and Child Protection Policy

Date ratified by the FGB	June 2016	For review by:	June 2017
Staff Responsible	Headteacher	Implemented by	All staff and governors

Links to other policies

Rationale

The Governors and Headteacher are committed to ensuring that students are safe from harm inflicted by one another, teachers, governors and visitors. The purpose and aim of this policy is to ensure that all staff, governors and volunteers are fully aware and clear about the actions necessary to safeguard children; and to ensure consistent good practice demonstrating the school's commitment with regards to safeguarding and child protection.

This policy applies to all staff, governors, volunteers and contractors working in the school.

Reference to:

DfE Guidance 'Working Together to Safeguard Children' March 2015. This can be found online at:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

'Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges September 2016'. This can be found online at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435939/Keeping_children_safe_in_education.pdf

OfSTED briefing 'Inspecting Safeguarding in Early Years, Education and Skills August 2016. This can be found online at:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections>

The Policy

- Through day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
 - a. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
 - b. Ensure children know that there are adults in the school whom they can approach if they are worried.
 - c. Include opportunities in the Personal, Social, Health, Global and Economic Education (PSHGEE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The Brakenhale School will follow the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set out by the Local Safeguarding Children's Board (LSCB) and take account of updated guidance issued by the Department for Education (DfE) and the document 'Working Together to Safeguard Children March 2015' and 'Keeping children safe in education, Statutory Guidance for Schools and Colleges' DfE (Sept 2016), by:

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- Ensuring there is a nominated governor responsible for child protection, who has undertaken appropriate Child Protection training.
- The Headteacher appointing a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) responsible for child protection who have received appropriate training and support for this role.
- Providing information so that every member of staff and every governor knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
- Offering regular training so that all staff understand their responsibilities in being alert to the signs of abuse and the responsibility for referring any concerns to the DSL responsible for child protection. This will be through training at induction for new staff and further training every three years for existing staff.
- Following sensible entry procedures so that all contract workers sign in at Reception and receive written guidance on safeguarding and child protection and ensuring that all reasonable action is taken to prevent entry at points other than via the school's reception.
- Ensure that the duty of care towards the students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff members to monitor their own practice.
- Providing all staff copies of the Child Protection/Safeguarding Policy and information relating to making an individual referral to CSC (see appendix 4)
- Providing information for parents so that they have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Giving appropriate staff priority to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, strategy meetings, initial case conferences, core group and child in need meetings.
- Notifying children's social care if there is an unexplained absence of more than two days of a student who has a child protection plan.
- Posting information on the school's website so that parents/carers are aware of who to contact in school regarding a child protection/safeguarding issue.
- Keeping written records of concerns about children, even where there is no need to refer the matter immediately. All records are kept securely; separate from the main student file, and in locked locations.
- Following agreed procedures where an allegation is made against another person.
- Ensuring safe recruitment practices are always followed.
- Enabling all staff to receive training every 3 years and regular updates and training on current safeguarding issues eg. e-safety, sexual exploitation, Female Genital Mutilation (FGM), preventing violent extremism (see appendix 3)

The Brakenhale School's governors and headteacher recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable students in the school. This school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;

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- liaison with other agencies that support the student such as Children's Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service and through the Common Assessment Framework (CAF) and Personal Education Plan (PEP) procedures.
- ensuring that, where a student on a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed;
- recognising that children come from multi-cultural backgrounds and as a result we have developed policies to ensure that we embrace: diversity in religion and faith/race/ethnicity/gender and sexual orientation and the disability equality duty.

Where extended school activities are provided and managed by the school, this Safeguarding and Child Protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that they have appropriate procedures in place, including safer recruitment procedures. When students attend off-site activities, the school will check that effective child protection arrangements are in place.

MONITORING AND EVALUATION OF THIS POLICY

The Designated Safeguarding Lead will report annually to the Governing Body regarding

- Nominated Governor training regarding child protection
- Safeguarding training including induction of new staff or volunteers
- Safer to recruit procedures
- Safeguarding systems including record keeping are in place and follow statutory guidelines. This reporting will not disclose confidential or sensitive information

ADDITIONAL GUIDANCE

Types of Abuse

- **Physical abuse** involves the hitting, shaking, burning or other treatment of a child that can cause actual bodily harm and fabricated or induced illness;
- **Sexual abuse** involves forcing or enticing a child into sexual activities, sexual exploitation or forced marriage, whether or not the child is aware about what is happening. This includes non-contact situations, such as showing children pornography;
- **Emotional abuse** is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved;
- **Neglect** could involve failure to provide for the child's basic needs, such as proper food, warmth, clothing etc, but it might also be failure to provide for the emotional well-being of the child.

Self-harming

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents/carers of students currently engaging in self-harm. (see appendix 2 for details of support)

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm

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- To provide support to students who self-harm and their peers and parents/carers

Reporting concerns

If a child/young person makes a disclosure about their or other's safety to you:

- Explain to the child that you will share this information with a senior member of staff in order to help them.
- Listen carefully to what the child is saying and take it seriously.
- Reassure the child who has made the disclosure to you that they have done the right thing and assure them that you take it seriously.
- Give the child time to talk and do not probe or ask leading questions, investigation is not your responsibility.
- Do not promise to keep secrets. All allegations of harm or potential harm must be acted upon.
- Do not confront the abuser.
- Ensure that information you have is kept confidentially and only shared with people who need to know.
- Record what is said, using the child's own words, on the Record of Concern sheet (**attached as Appendix 1**) and notify the DSL or DDSL immediately.

The following principles are key for all staff:

- The interests of the child are paramount.
- In cases of suspected child abuse all staff have a responsibility to take action in the ways set out in this policy.
- Immediate action, to refer or consult is required where there is a suspicion of abuse.
- Investigation is the responsibility of the relevant children's social care department and the police.
- Record keeping is essential at each stage (**please refer to and use Appendix 1**).

Staff conduct and safeguarding

The following guidelines apply to all employees and volunteers whether acting in a paid or unpaid capacity:

- Always avoid unnecessary physical contact.
- Wherever possible avoid taking a child in a car.
- Do not take a child to the toilet unless another adult is present or only if another adult is aware.
- If you find you are in a situation where you are alone with a child make sure that others can clearly observe you.
- Do not divulge personal contact details such as email address, telephone number or social networking sites.
- Staff-student relations should remain professional at all times.
- Do not make suggestive or inappropriate remarks to or about a child, even in fun, as this could be interpreted wrongly.
- If a child or vulnerable adult makes any kind of accusation regarding a member of staff, you should report this immediately to the DSL.

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- Participate in any training which is available to you to support you in your work with children.
- Remember that those who abuse children and vulnerable adults can be of any age (including other children and vulnerable adults), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting children as individuals, and adults modelling appropriate conduct – which would include not using any form of bullying, aggressive behaviour, racism, or sexism in our everyday working practices.

Allegations

Concerns for the safety and well-being of the children could arise in a number of different ways and in a range of settings. It is essential to act quickly and effectively if an allegation is made, or if there is suspicion or concern about a professional or volunteer's relationship with a child, young person or group of children/young people, particularly if they have:

- **Behaved in a way that has harmed, or may have harmed, a child;**
- **Possibly committed a criminal offence against or related to, a child; or**
- **Behaved towards a child or children in a way that indicates she/he is unsuitable to work with children.**

If an allegation is made, or a concern arises, about a member of staff or volunteer, the Headteacher will ensure the DSL, Bracknell Forest Children's Social Care, and the Local Authority Designated Officer are informed. The Designated Officer is available to provide advice or support in any allegations process, including advising whether or not immediate suspension of the person concerned should be initiated.

The Headteacher will also ensure the Local Authority HR advisors are made aware of concerns and advice is sought at the earliest opportunity.

If there is any concern about the immediate welfare of a child/young person or if the information suggests that a criminal offence may have been committed the police and Children's Social Care/out of hours services should be informed.

Records should be secured and will be strictly limited to relevant staff and external professionals on a need to know basis.

The member of staff or volunteer should be treated fairly and honestly, helped to understand the concerns expressed, the process being followed, and any outcomes of the process. The Headteacher should seek advice from the Designated Officer and social care/police before informing the person who is subject to an allegation.

Preventing unsuitable people from working with children

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance "Keeping Children Safe in Education" (2015) and the Local Authority's Safer Employment Policy.

Governor Statutory Policy

A range of staff have undergone safer recruitment training, and as a school we can take advice from the LSCB regarding training on safer recruitment.

Any allegations of abuse made against a member of staff will be reported straight away to the Headteacher. In cases where the Headteacher is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part four of Keeping Children Safe in Education.

The schools named senior officer in the enquiry will consult with the Designated Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedure set out in Keeping Children Safe in Education.

Following consultation with the Designated Officer the named senior officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interview that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies (and included in references where applicable.) If a staff member has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned the school will make a referral to the Disclosure and Barring Service (DBS).

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration must be given the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

The Brakenhale School

STUDENT CAUSE for CONCERN

Name:		Tutor Group:	
Date:		Time:	
		Staff:	

I have the following concerns about this student

(please tick as appropriate and give brief details)

1. Tiredness, Sadness or depression		6. Domestic abuse	
2. Family Relationships		7. Child Sexual Exploitation (CSE)	
3. Self Harm / Anxiety		8. Female Genital Mutilation (FGM)	
4. Eating Concerns		9. Prevent Extremism	
5. Substance/Alcohol abuse		10. Other	

Details as follows:

This form is to be passed to Designated Teachers for Child Protection Leads as soon as possible AND before the end of the school day.

Handed to: Clair Gill Jo Manisier Andy Hartley

Time received: _____ Date received: _____

Action taken by Clair Gill or Jo Manisier (Designated Child Protection Officers)

Referral to Childrens Services Yes No

Signed: _____ **Designated Lead for CP** **Date:** _____

added to SIMS

Self Harm

1. Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:
 - Cutting, scratching, scraping or picking skin
 - Swallowing inedible objects
 - Taking an overdose of prescription or non-prescription drugs
 - Swallowing hazardous materials or substances
 - Burning or scalding
 - Hair-pulling
 - Banging or hitting the head or other parts of the body
 - Scouring or scrubbing the body excessively

2. The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers
- Self-harm in friendship group

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3. School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing
- Reluctance to show parts of body eg. Reluctant to change in front of peers in PE lesson

4. Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for safeguarding children – Mr Andy Hartley Deputy Head, Miss Claire Gill Student Support Manager or Miss Jo Manisier.

Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Meeting with student support
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers

Governor Statutory Policy

- Putting in place a risk assessment for the student with the support of the parent/carer
 - Raising awareness of self-harm amongst peer group if they have witnessed etc.
 - **In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times**
 - **If a student has self-harmed in school a first aider should be called for immediate help**
5. Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:
- Dates and times
 - An action plan
 - Concerns raised
 - Details of anyone else who has been informed

This information should be stored in the student's child protection file.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming them

Preventing Violent Extremism

The counter terrorism and security act 2015 places a duty on specified authorities including education and other service providers to have a due regard to the need to prevent people from being drawn into terrorism. (The PREVENT duty)

The Government has an anti-terrorism strategy called Contest. There are four elements to this strategy:

- Pursue
- Prepare
- Protect and
- Prevent

Prevent is intended to stop vulnerable people being radicalised into violent extremism and is led by local authorities. In Bracknell Forest the Prevent Steering Group (PSG) is chaired by the Local Authority and the membership includes the police, health service, education, higher education providers and the local community. One of the challenges of the PSG is to promote awareness of the Prevent agenda and that part that we all can play to reduce radicalisation. The Prevent Strategy produced by HM Government and further information about Prevent is available on the internet.

Prevent responds to all forms of violent extremism whether it is Islamist, far right, animal rights or any other. There are three sections to the Prevent agenda:

- Responding to the ideological challenge.
- Preventing people from being drawn into terrorism and
- Working with sectors and institutions

An important element of Prevent is Channel. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Channel is similar to any other safeguarding process where the needs of the individual are paramount. The Panel will identify resources to work with the individual to minimise or remove the risk. In the last 3 years there have been two referrals to the Bracknell Forest Channel Panel, both with successful results.

Radicalisation is a process not an event.

Everyone in our community should be aware of the threat we face. Information regarding suspected terrorist activity should be reported to the policy or the Anti- Terrorist Hotline on 0800 789 321.

If however someone is believed to be vulnerable to and at risk of being drawn into, radicalisation they should be referred to the Channel Panel. This can either be done via the policy locally or through the Council's Community Safety Team on 01344 35200.

Governor Statutory Policy

There is evidence to indicate that support for terrorism is associated with rejection of a cohesive, integrated, multi-faith society and of parliamentary democracy. Work to deal with radicalisation will depend on development a sense of belonging to this country and support for our core values.

Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.

FGM is carried out on children between the ages of 0 – 15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

The Designated Person will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against student's wishes.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many different forms from the seemingly "consensual" relationship to serious organized crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions. All information regarding CME will be passed onto **missingpersonsberks@thamesvalley.pnn.police.uk**

Bracknell Forest Local Safeguarding Children Board Safeguarding Cue Card

If you need help or advice about any Safeguarding issue, please contact your Agency's Designated Child Protection Lead or the Social Care Duty Team. For general advice please visit the LSCB website www.bflscb.org.uk

Children/young people at risk of serious harm/neglect

If you have any concern that a child/young person **may be at risk of harm or neglect**, please contact the Duty Team in Social Care straight away. They will advise you on an appropriate course of action. If it is safe to do so (i.e. if it doesn't place a child/young person at risk of greater harm), please notify the parent/carer, or young person before making the referral.

Children's Social Care Duty Team	01344 352020
(9am-5pm Mon to Fri)	
Out of Hours Duty Team	01344 786543
(5pm-9am and weekends)	

If a child/young person makes a disclosure of abuse or neglect to you:

- **Explain** to the child that **you will share this information** with a senior member of staff in order to help them.
- **Listen carefully to** and **believe** what the child is saying and take it seriously.
- **Reassure** the child who has made the disclosure to you that they have done the right thing and assure them that you believe them.
- Give the child time to talk and **do not probe or ask leading questions**. Investigation is not your responsibility.
- **Do not promise to keep secrets**. All allegations of harm or potential harm must be acted upon.
- **Record what has been said as soon as possible** after the conversation and ensure that the Duty team are notified as early as possible.
- **Do not confront** the abuser.
- Ensure that information you have is **kept confidentially** and only shared with people who need to know.
- Please refer to the **Berkshire Child Protection Procedures** for further detail on Child Protection Processes www.proceduresonline.com/berks/

Sharing Information

- We need to work together to provide effective support to children and young people. To do this we must share information. **In some circumstances we have a duty to share information and can do so without consent** (i.e. emergency medical care, Child Protection concerns, if a criminal offence is suspected).

Governor Statutory Policy

- **In most circumstances 'informed consent' is required.** Please refer to the Information Sharing and Confidentiality section in the Berkshire Child Protection Procedures for further information and guidance.

http://www.proceduresonline.com/berks/bracknell/p_info_sharing.html

Safeguarding children together

Children/young people with additional or multiple needs

If a child/young person has an additional or multiple needs (that requires support from more than one professional from more than one agency), but are not at risk of harm or neglect, then it is advisable to start a Common Assessment Framework (CAF). A CAF is one assessment that anyone working with a child/young person, and the family/young person, contributes to. It can be started by any professional or volunteer.

Please **discuss with your line manager and contact the CAF / Early Intervention Officer to seek advice or to register the CAF before starting one** (in case somebody else has recently started a CAF on the child/young person or a CAF episode is open).

You must seek the 'informed consent' of parents/carers and where relevant the young person, before starting a CAF. For more details see the CAF toolkit at <http://schools.bracknell-forest.gov.uk/policies-guidance/common-assessment-framework-toolkit>

CAFs can also be sent to Children's Social Care Duty Team (as a referral) if you require their help or advice with a case.

CAF / Early Intervention Officer

BracknellCAF@bracknell-forest.gov.uk

Allegations or concerns about unsuitability to work with children

If a service user or another professional makes an allegation about a volunteer or professional it must be reported to a Senior Manager (in your service) and the 'Local Authority Designated Officer' (LADO) straight away; either directly or via the Social Care Duty Team. The LADO will advise you on the next steps to take.

If you have a concern about a professional's or volunteers' 'suitability to work with children' please contact the Local Authority Designated Officer (LADO) for advice or talk to your Agency's Nominated Senior Officer for Allegations.

LADO

01344 351572

If you have concerns that a criminal offence has been committed please notify your manager and contact the Police straight away.

Thames Valley Police 101

www.thamesvalleypolice.uk

Whistle-blowing

In the event of a concern arising which impacts on the ability of your organisation to safeguard children and young people go, in the first instance, to your organisation's own whistle-blowing policy. If you feel this does not resolve the situation or you believe your organisation's ability to safeguard children is comprised then you can contact the LSCB Chair to raise your concern. Further details can be found in the Berkshire Child Protection Procedures and the whistle-blowing section is located here http://www.proceduresonline.com/berks/bracknell/p_whistleblowing.html

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website

www.nspcc.org.uk

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child sexual exploitation (CSE) – (see Appendix 3)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) (see appendix 3)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation (see Appendix 3)
- Sexting
- Teenage relationship abuse
- Trafficking