Bassingbourn Village College

Safeguarding Policy

Approved/Ratified by Governors on	27th September 2018
Review cycle	Annually
Date of next review	July 2019

College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

If you would like a hard copy of this policy, please contact reception

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INTRODUCTION

Bassingbourn Village College fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges "Keeping Children Safe in Education" (September 2018). All staff must be made aware of their duties and responsibilities under part one of this document.

Staff should read the above document together with Annex A of keeping Children safe in education and "What to do if you're worried a child is being abused: Advice for practitioners" (March, 2015).

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

(See Keeping Children Safe in Education, 2018)

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN
Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request from reception and is on the school website.

1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The school will therefore:

1.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to

1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

1.2.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help

1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

1.3 Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse.

1.3.1 **All** forms of peer on peer abuse are unacceptable and will be taken seriously.

The school will therefore:

1.3.2 Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.

1.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.

1.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.

1.3.5 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

1.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.

1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

2.0   **PROCEDURES**

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Board 'Inter-Agency Procedures'. A copy of these procedures can be found on the LSCB website: http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/.

2.1   **The Designated Safeguarding lead is Vickey Poulter**

2.2   **The following members of staff have also received the Designated Person training Heather Edwards and Sue Murphy**

2.3   **The nominated governor for Safeguarding and Child Protection is Dushy Chetty**
The Governing body will:

2.3.1   Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Designated Personnel, DP), the lead responsibility for child protection remains with the DSL and cannot be delegated.

2.3.2   Ensure that the role of DSL and DP is explicit in the role holder's job description.

2.3.3   Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B').Ensure that the DSL and deputies have undertaken the two day training provided by the Education Child Protection Service and that this training is updated **at least every two years.**

2.3.4   Ensure that in addition to the formal training set out above, the DSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.

2.3.5   Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.*'Staff members are required to log a concern via the electronic system and submit it to the DSL/DP immediately.*

2.3.1   Keeping Children Safe in Education states "During term time the designated safeguarding lead (Or a deputy) should always be available (during school or college hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges to define what "available" means". In the event that either the lead or the deputy is unavailable then staff should go to Sue Smith in the school office who will contact Vickey Poulter or one of the Deputy DSL's by telephone. In the event that a DSL is not contactable then staff have been trained to contact social care directly.

2.3.2   Governing bodies should ensure that DSLs and DPs take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to professional consultations with staff working in the Multi-agency Safeguarding Hub (MASH).

The Emergency Duty Team (out of hours) is also available. Contact numbers are found in Appendix B.

2.3.3 Governing bodies should consider having a nominated governor for safeguarding and child protection who has undertaken appropriate training

2.4.12 Governing bodies should ensure every member of staff and every governor knows:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a pupil
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Inter – Agency Procedures on the LSCB website
- their role in the early help process;
- the process for making referrals to children's social care.

2.4.13 Governing bodies should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated.
In addition all staff members should receive regular safeguarding and child protection updates as required **but at least annually**

2.4.14 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies

2.4.15 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school website

2.4.16 Ensure that this policy is available publicly either via the school website or school office.

2.4.17 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment is sought and recorded by the school.

2.5 **Liaison with Other Agencies**

The school will:

2.5.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils

2.5.2 Co-operate as required, in line with Working Together to Safeguard Children (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

2.5.3 Notify the relevant Social Care Unit immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

2.6 **Record Keeping**

The school will:

2.6.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately

2.6.2 Ensure all records are kept securely, separate from the main pupil file, and in a locked location or ensure electronic records are stored on an identified, purpose-built, secure platform – My Concern.

2.6.3 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with in accordance with 'Keeping Children Safe in Education' (September 2018) and the 'Education Child Protection Record Keeping Guidance'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving

2.6.4 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.6.5 All actions and decisions will be led by what is considered to be in the best interests of the child.

2.6 **Confidentiality and information sharing**

2.6.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the Principal or Head of School.

2.6.5   Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Personnel will:

2.6.6   Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.

2.6.7   Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

2.6.8   Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)

2.6.9   Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.7   **Communication with Parents/Carers**

The school will:

2.7.1   Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website.
2.7.2   Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.

2.7.3   Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. *[Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Children Board].* Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.

2.7.4   Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see 2.6.1)

2.8   **Dealing with Sexual Violence and Sexual Harassment between children**

The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

2.8.1   Be clear that sexual violence and sexual harassment will not be tolerated.

2.8.2   Provide training for staff on how to manage a report of sexual violence or sexual harassment.

2.8.3   Make decisions on a case-by-case basis.

2.8.4   Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

2.8.5   Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.

2.8.6   Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

2.8.7   Liaise closely with external agencies, including police and social care, when required.

2.8.8   Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2018), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

3.0   SUPPORTING CHILDREN

The school recognises that **any** child may be subject to abuse and neglect and as such will support all children by:

3.1   Providing curricular opportunities to encourage self-esteem and self-motivation.

3.2   Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

3.3   Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

3.4   Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.

3.5   Developing productive and supportive relationships with parents/carers.

3.6   The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those:

3.6.1 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children who have additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self–esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as 'telling' and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

3.6.2 Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.6.3 Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.4).

3.6.4 Children Frequently Missing Education

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.6.5 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern.
- Where the child is perceived to be at risk of harm through any substance associated criminality.

3.6.5 Children at Risk of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

3.6.6 Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behavior.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

3.6.7 Children Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

3.6.8 Children at risk of 'Honour- Based' Violence including Female Genital Mutilation

So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

3.6.9 Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire Local Safeguarding Children Board 'Inter - Agency Procedures.'

3.6.10 Children showing signs of Abuse and/or Neglect

School recognise that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.6.11 Children at Risk of Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.6.12 Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.

3.6.13 Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1   The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2018). This section should be read in conjunction with the school's Safer Recruitment Policy.

4.2   The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

4.3 **The following members of staff have undertaken Safer Recruitment training Duncan Cooper, Vickey Poulter, Vanessa Larkins, Karenza Nutley, Jeremy Brock, Suzette Smith**

4.4   Any allegation of abuse made against a member of staff will be reported straight away to the Principal or Head of school. In cases where the Principal or Head of School is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2018).

4.5   The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2018) *and the school's Personnel Manual.*

4.6   The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Principal 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 interviews that may be necessary.

4.7   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.

4.8   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.

4.9   Consideration must be given to 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.

4.10   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 pupils 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.

4.11   All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (October 2015).

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

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

5.0   OTHER RELATED POLICIES AND PROCEDURES

5.1   This policy links to and recognises our:

Physical Intervention and/or the Use of Reasonable Force *(reference – DfE, use of reasonable force – Advice for Principals, staff and governing bodies)*
Anti-Bullying section of the Expectations for Learning Policy
Racist Incidents
Health and Safety
E-Safety and Acceptable Use
Intimate Care Policy
Whistleblowing
Complaints procedure
Expectations for Learning
Equality policy
First Aid policy
Health and Safety policy
Lone Working policy
Staff Code of Conduct/Safer Working Practice
Staff Discipline and Grievance procedures
Inclusion Policy

6.0   **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

6.1   The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns

This policy was ratified on   …………………………………………………………………

and will be reviewed on   …………………………………………………………………

Signed by the Headteacher   …………………………………………………………………

Chair of Governors   …………………………………………………………………

Designated Safeguarding Lead   …………………………………………………………………
(if appropriate).

Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

This policy was ratified on   ……………………………………………

and will be reviewed on   ……………………………………………

Signed by the Headteacher   …………………………………………….

Chair of Governors   …………………………………………….

Designated Safeguarding Lead (if appropriate) ……………………………………….

Appendix B

Useful Contacts

Education Child Protection Service – ECPSGeneral@cambridgeshire.gov.uk

Early Help Hub (EHH)	Tel: 01480 376666

Multi-Agency Safeguarding Hub – referrals and professional consultation Tel: 0345 045 1362

Emergency Duty Team (Out of hours)	Tel: 01733 234724
Police Child Abuse Investigation Unit	Tel: 101
Local Authority Designated Officer (LADO) Amanda Harrison Lynn Chesterton	Tel: 01223 727967

Named Senior Officer for allegations
Education Adviser - Chris Meddle   Tel: 01223 703564
Education Adviser – Diane Stygal   Tel: 01223 507115

Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures
https://www.cambslscb.co.uk/

Relevant Documents

"Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools" (July 2018)

"Guidance for Safer Working Practice for those working with children and young people in education settings" (October 2015)

"Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (July 2018)

"Keeping children safe in education: Statutory guidance for schools and colleges" (Sep 2018)

"The Prevent Duty, Departmental advice for schools and childcare providers" (June 2015)

"Revised Prevent Duty Guidance: for England and Wales" (July 2015)

"Sexting in schools and colleges: Responding to incidents and safeguarding young people" published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

"Sexual violence and sexual harassment between children in schools and colleges" (May 2018)

"What to do if you're worried a child is being abused: Advice for practitioners" (March, 2015)

"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (July 2018)

Appendix C

Guidelines for working with Students who Self-Harm

1. **Introduction**
   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. Young people who self-harm are not always considered to have a mental illness and self-harm is more usually related to behavioural conditions. BVC staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.
   Incidents of self-harm must always be recorded in a young person's CP file.

2. **Scope**
   This document is intended as guidance for all staff including non-teaching staff and governors. This policy is also available to all members of the wider community, young people and parents.

3. **Training**
   All staff should be offered training relating to managing self-harming behaviour alongside their regular three- yearly CP training.
   The student centre has up-to-date relevant and local information about self-harm. This is always accessible to young people.
   Young people who are brought to the attention of staff for self-harming behaviour should be offered information about self-harm and contact numbers for appropriate support settings.

4. **Aims**
   - 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
   - To provide support to students who self-harm and their peers and parents/carers

5. **Definition of Self-Harm**
   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/eyelash-pulling
   - Banging or hitting the head or other parts of the body
   - Scouring or scrubbing the body excessively

   It can also include behaviours such as:
   - Controlling eating patterns - anorexia, bulimia, over eating
   - Indulging in risky behaviour e.g. car dodging
   - Indulge in risky sexual behaviour
   - Piercing/tattooing
   - Destructive use of drugs or alcohol

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6. Risk Factors

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

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse
- Unreasonable expectations placed on them from family members

- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family
- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

There are a number of factors that may trigger a self- harm incident

- Family income related poverty
- Family relationships
- Peer relationships
- Bullying
- Abuse
- Bereavement

- Reporting/portrayal of self - harm in the media
- Anniversaries
- Exam pressure
- Trouble with the police
- Other student in college community self- harming

7. Warning Signs

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 members of staff 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 or appearance

8. Why do people self-harm?

Self-harm can help young people to feel more in control and can reduce uncomfortable feelings of tension and distress. If they feel guilty, it can be a way of punishing themselves and relieving their guilt. Some young people feel better immediately afterwards and then feel guilty about what they have done. Some young people self-harm in order to gain attention and it becomes the only way they can attract attention from others. Young people can also get trapped in a spiral of self-harming that becomes difficult to break. Many professionals believe that self-harming can be 'contagious' and it is important that as a school we are able to talk about self-harm and manage it appropriately

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Young people say they self- harm to:

- Relieve tension
- Feel alive inside
- Gain control
- Numb themselves
- Comfort themselves
- Vent anger
- Relieve emotional distress or overwhelming feelings
- Stop bad thoughts
- Feel the warm blood
- See 'red'
- Punish themselves
- Attract attention
- To replace emotional pain with physical pain
- To prevent them from killing themselves/help deal with suicidal thoughts

What keeps self- harm going?

Once self- harm (particularly cutting) is established it may be difficult to stop. Self- harm can form a number of functions for the student and can become a way of coping.

When a person inflicts pain upon himself/herself the body responds by producing endorphins, a natural pain reliever that gives temporary relief or a feeling of peace. The addictive nature of this feeling can make self- harm difficult to stop.

Young people that self- harm still feel pain, but some say the physical pain is easier to stand than the emotional/mental pain that led to the self- harm initially.

Examples of functions include

- Reduction in tension (safety valve)
- Distraction from problems
- Form of escape
- Outlet for anger and rage
- Way of punishing self
- Perceived way of taking control
- To not feel numb
- To relieve emotional pain through physical pain
- Care-eliciting behaviour
- A means of getting identity with a peer group
- Non-verbal communication
- Means of getting attention/noticed by other peers/professionals
- It can also have suicidal intent

9. **Staff Roles in working with students who self-harm**

   Students may choose to confide in a member of college staff if they are concerned about their own welfare, or that of a peer. College 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 college staff is showing a considerable amount of courage and trust. The first response which a young person receives is hugely important.

   Students need to be made aware that it is not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves 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.

   If a young person tells you that they have recently taken an overdose you should dial 999. The DP together with the young person and the adult who received the disclosure will make a decision as to whether the young person's parents will be informed. Parents are nearly always informed.

   Decisions about whether or not to share with parents will be made relating to the Safeguarding Policy, the perceived 'Competency' of the young person and an assessment as to the young person's reasons for self-harming. We will always encourage the young person to share with

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the parents/carers but recognise that in rare occasions this will not be in the interests of the young person.

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 staff for safeguarding children. Following the report an appropriate course of action will be taken. This may include
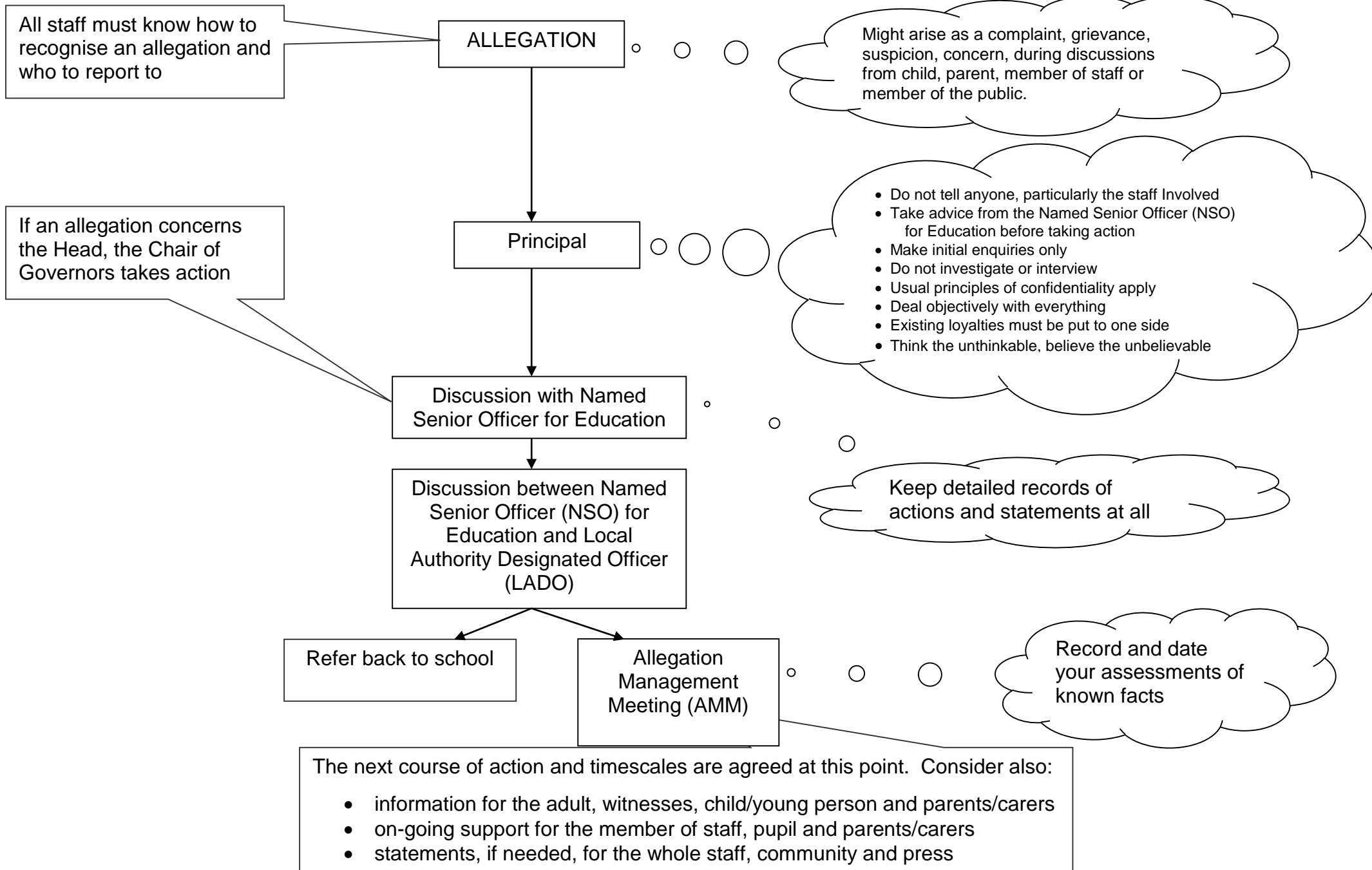
- Checking for sharps
- Requiring recent injuries to be covered
- Contacting parents/carers
- Arranging professional assistance e.g. doctor, nurse
- Removing the student from lessons if their remaining in class is likely to cause distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student is found to have self-harmed in school a first aider should be called for immediate help
- If a student has placed material concerning their own self-harm on any web-site and this is brought to the attention of a member of staff parent/carer should be informed
- Arranging for an Early Help Assessment (EHA) to be completed

All staff must know how to recognise an allegation and who to report to

ALLEGATION

Might arise as a complaint, grievance, suspicion, concern, during discussions from child, parent, member of staff or member of the public.

If an allegation concerns the Head, the Chair of Governors takes action

Principal

- Do not tell anyone, particularly the staff Involved
- Take advice from the Named Senior Officer (NSO) for Education before taking action
- Make initial enquiries only
- Do not investigate or interview
- Usual principles of confidentiality apply
- Deal objectively with everything
- Existing loyalties must be put to one side
- Think the unthinkable, believe the unbelievable

Discussion with Named Senior Officer for Education

Discussion between Named Senior Officer (NSO) for Education and Local Authority Designated Officer (LADO)

Keep detailed records of actions and statements at all

Refer back to school

Allegation Management Meeting (AMM)

Record and date your assessments of known facts

The next course of action and timescales are agreed at this point. Consider also:

- information for the adult, witnesses, child/young person and parents/carers
- on-going support for the member of staff, pupil and parents/carers
- statements, if needed, for the whole staff, community and press

		Term 1	Term 2	Term 3	Evaluating effectiveness
Year 7		**PSHE** Personal safety - E-safety - Road safety - What do we mean by risk? - Challenging risky behaviour **Themes** World Mental Health Day Anti Bullying month E-safety and Social Networking	**PSHE** Sex, relationships and drugs, including Female Genital Mutilation - What happens at puberty? - How are babies made? - Boys and girls – is there a difference - What do we mean by drugs? Emotional wellbeing - What am I good at? - What does 'assertiveness' mean? - Personal health profile **Themes** Caring for others Positive thinking British Values Safer Internet Day	**PSHE** British Values - Introduction to British Values - Introduction to Democracy - Introduction to Rule of law - Introduction to Liberty - Introduction to Mutual respect - Introduction to Tolerance - Prevent strategy **Themes** Taking risks and staying safe Child sexual exploitation British Values Challenging discrimination	**Evaluation** Student questionnaires at the end of combinations of modules. Data suggests that 98.5% of students feel safe during their time in school and 96.9% know what to do if someone makes them feel uncomfortable on social media. Reported cases to members of staff. Work scrutiny. **Next steps** Revisit national guidance to ensure all points are met. Review feedback from students and staff to fill any gaps, both for future Year 7 students and also for the cohort going forward, e.g. e-safety gaps in sharing information were filled through targeted Year group assembly. SoL reviewed with specific points highlighted to ensure teaching the following year
Year 8		 **Themes** World Mental Health Day Anti Bullying month E-safety and Social Networking	**PSHE** Emotional wellbeing - What does 'resilience' mean? - Is anyone perfect? - What happens when we are feeling down? - How do I keep healthy? Risks and safety - Risking on purpose - Gambling - Reducing risks E-safety - Social media – ensuring privacy settings and thinking about what is posted - Sexting – dangers and legalities **Themes** Caring for others Positive thinking British Values Safer Internet Day	**PSHE** Sex and relationships - What is contraception? - What are HIV and AIDs? - Different types of relationships British Values - History of Democracy - How the government works - Multiculturalism - Terrorism stereotypes - Prevent strategy **Themes** Taking risks and staying safe Child sexual exploitation British Values Challenging discrimination	**Evaluation** Student questionnaires at the end of combinations of modules. Data suggests that 92.3% of students can describe what a healthy lifestyle is and 95.3% feel that they follow a healthy lifestyle at least sometimes.. Reported cases to members of staff. Work scrutiny. **Next steps** Revisit national guidance to ensure all points are met. Review feedback from students and staff to fill any gaps, both for future Year 8 students and also for the cohort going forward, e.g. e-safety gaps in sharing information were filled through targeted Year group assembly as data showed only 83% of students used privacy settings on social media. SoL reviewed with specific points highlighted to ensure teaching the following year.

		PSHE	PSHE	Evaluation
Year 9		**PSHE** Sex and relationships - Positive relationships - Media portrayal - Relationship breakdowns - STIs - The law Revenge porn - Dangers and legalities - Sharing inappropriate images Drugs - Drugs and the law - Managing situations involving drugs Tough Love performance	**PSHE** British Values - Extremism - Dealing with extremist views - The Commonwealth - Stereotypes - Prevent strategy	**Evaluation** Student questionnaires at the end of combinations of modules. Data suggests that 100% of the students know what to do if someone makes them uncomfortable on social media, with 93.3% saying that they behave responsibly on social media. Reported cases to members of staff. Work scrutiny. Feedback from performances **Next steps** Revisit national guidance to ensure all points are met. Review feedback from students and staff to fill any gaps, both for future Year 9 students and also for the cohort going forward, e.g. sexting was a specific topic for a Year 9 internet safety week. SoL reviewed with specific points highlighted to ensure teaching the following year. Students have access to appropriate performances from outside companies.
	Themes World Mental Health Day Anti Bullying month E-safety and Social Networking	**Themes** Caring for others Positive thinking British Values Safer Internet Day	**Themes** Taking risks and staying safe Child sexual exploitation British Values Challenging discrimination	
Year 10		**PSHE** Healthy relationships - Domestic abuse - Child Sexual Exploitation Tough Love performance	**PSHE** Sex and relationships. - Body image - Self esteem - Healthy view on life Teenage Cancer Trust Drugs and alcohol - Substance abuse and misuse - Risks of addiction - Accessing support	**Evaluation** Student questionnaires at the end of combinations of modules. Reported cases to members of staff. Work scrutiny. Feedback from performances and visitors **Next steps** Revisit national guidance to ensure all points are met. Review feedback from students and staff to fill any gaps, both for future Year 10 students and also for the cohort going forward, e.g. self esteem was requested as a topic through student feedback so lessons were developed to cover these areas. SoL reviewed with specific points highlighted to ensure teaching the following year. Students have access to appropriate performances from outside companies.
	Themes World Mental Health Day Anti Bullying month E-safety and Social Networking	**Themes** Caring for others Positive thinking British Values Safer Internet Day	**Themes** Taking risks and staying safe Child sexual exploitation British Values Challenging discrimination	

Year 11	PSHE Healthy relationships - School nurse visits - Taking precautions - Child sexual exploitation revisited **Themes** World Mental Health Day Anti Bullying month E-safety and Social Networking	PSHE E-safety / internet profiles - Importance of an internet footprint - Linked to careers and employability searches - Sexting revisited **Themes** Caring for others Positive thinking British Values Safer Internet Day		**Evaluation** Student questionnaires at the end of combinations of modules. Reported cases to members of staff. Work scrutiny. Feedback from performances and visitors **Next steps** Revisit national guidance to ensure all points are met. Review feedback from students and staff to fill any gaps, both for future Year 11 students and also for the cohort going forward, e.g. sex and relationships was highlighted in student feedback so lessons were developed to cover these areas. SoL reviewed with specific points highlighted to ensure teaching the following year. Students have access to appropriate performances from outside companies.

If they are concerned, students have the opportunity to talk to:
- Their tutor
- Their College Achievement Leader
- The student support team
- The college Leadership team
- Any member of staff
- College Captains through drop in sessions for peer to peer support

External support
- Young Person's Worker drop in sessions
- Centre 33
- Young Carers
- Chat Health (school nursing service)
- PCSO drop in

Bassingbourn Village College
Safeguarding reminders

Designated People
Designated Child Protection Officer **Ms Vickey Poulter**
If unavailable: **Mrs Susan Murphy (Also Prevent Lead), Mrs Heather Edwards**
Logging Concern forms are kept in **the staff room or reception**
Designated Governor for Child Protection **Dushy Chetty**

Please be aware that children can disclose to you:
By speaking to you. Through another child. Through a piece of work.

When a child discloses something to you:

DO

- Stay calm and be patient
- Listen carefully
- Explain why you cannot keep what you are told to yourself and what you will do next.
- Reassure the child that they are doing the right thing in telling you.
- Ask the child if there is anything else they want to say or anyone else they want to speak to.

DO NOT

- Interpret what you have heard.
- Ask leading questions.
- Express an opinion.

If you are a visitor, forms for recording are available from the designated professionals

WHAT YOU HEAR IN COLLEGE, STAYS IN COLLEGE

Your record may be used as evidence in court. Written information must be factual and not your opinion

THE NEXT STEP
If you have cause for concern through observation or disclosure, you must pass this information on immediately via "My Concern". You will need to record:

- **Where you were.**
- **Time.**
- **Name of child.**
- **What they said.**
- **Injuries seen where and a description.**
- **Was anyone else present during disclosure?**
- **Who are you passing information to?**
- **Your name, job title and the date.**
- **Finally sign your statement.**

Confidentiality and records. Child Protection Information will only be shared with those who need it in order to ensure the safety of the children concerned. Previous school records of Child Protection concerns are kept in a locked cabinet. From September 2018, Child Protection concerns are recorded electronically on "My Concern".

You can also make a referral to Child's Social Care. If you are:
- concerned that a child may be suffering physical, sexual or emotional abuse or is being neglected,
- a child or young person and you are being abused or neglected,
- a parent or carer and you feel you are harming your child or are close to doing so
telephone 0345 045 1362 between 8am and 6pm Monday to Friday. If it is outside office hours or at the weekend, call the First Response and Emergency Duty Team on 01733 234 724, or the police on 999.
Email:
You can also fax your concern on 01480 376 748.
If you think you or the child is in immediate danger and needs urgent help, please call the police on 999.

If you have logged a concern then please check back for the progress on the situation within 3 days.