CPD CERTIFIED
The CPD Certification Service
Collective Mark

Jill Webb Training

Role of the Designated Safeguarding Lead

(For HAF Providers)

www.slough.gov.uk
Slough
Borough Council

Please note that this course assumes that you have the knowledge from a Level 2 Safeguarding Course

By the end of the training, learners will have:

1. Outlined the role of the Designated Safeguarding Lead
2. Overviewed relevant government legislation and local guidance including child protection processes and statutory guidance
3. Identified the expectations on staff, parents and children in the setting
4. Considered t rends in safeguarding and supporting practitioners with challenges which arise
5. Inter-agency working including making referrals and challenges of information sharing
6. Developing skills around record keeping
7. Exploration of safeguarding in the context of risk management which might present in a HAF setting
8. Responding to allegations
9. Developing an understand of the impact of own values on role and duty of care to self an others

Lots To Take In So Suggest You Make An Action Plan

Start	Stop	Continue

This training is based on the government standards for HAF providers along with the requirements of Keeping Children Safe in Education and the Early Years Foundation Stage both updated in September 2025.

Icebreaker

What do 3 words you think of when you hear the word ‘Safeguarding’?

What is Safeguarding?

For Children

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Source: NSPCC

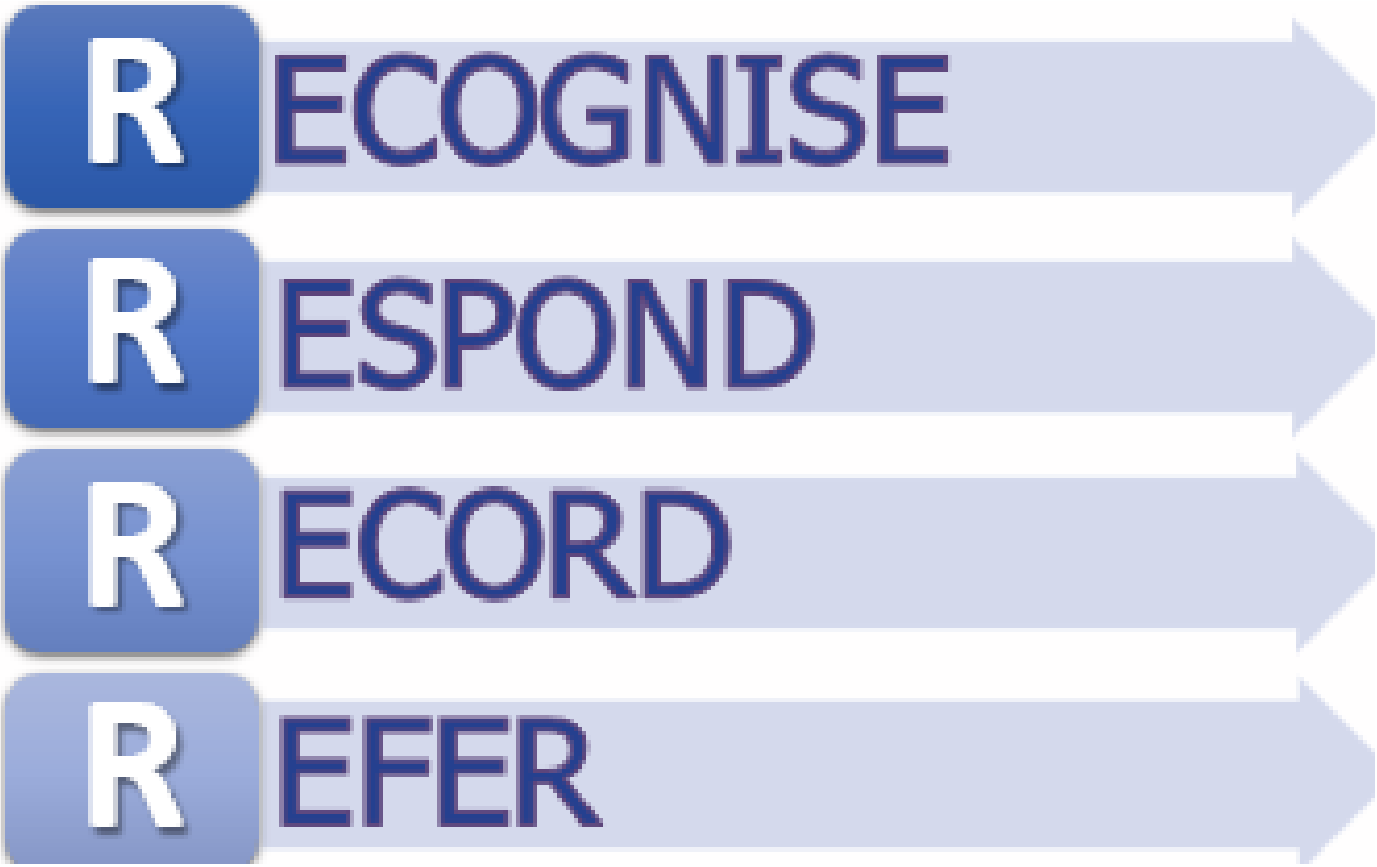
For Adults

Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect.

It is about working together to support adults to make decisions about the risks they face in their own lives, and protecting those who lack the mental capacity to make these decisions.

Source: Care Act 2014

Anyone who works with children is expected to take 4 steps if they are worried about a child:



Types of Abuse:

Quick refresh on types of abuse:

- Physical
- Emotional
- Neglect
- Sexual

Physical Abuse

- Physical abuse is deliberately causing physical harm to a child
- This might involve punching, kicking, biting, burning, scalding, shaking, throwing or beating with objects such as belts, whips, or sticks
- It also includes poisoning, giving a child alcohol or illegal drugs, drowning or suffocation
- Physical harm may also be caused when a parent or carer fabricates the symptoms of illness in a child. In pregnancy an unborn child can be harmed by domestic violence

Source: Working Together to Safeguard Children

Emotional Abuse

- Emotional abuse is where repeated verbal threats, criticism, ridicule, shouting, lack of love and affection causes a severe adverse effect on a child's emotional development
- Emotional abuse may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say
- It may feature inappropriate expectations being imposed on a child, over protection
- It may involve seeing or hearing the ill-treatment of another person
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Source: Working Together to Safeguard Children

Neglect

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs

- Neglect is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger

- It also includes failure to ensure access to education or to look after a child because the carer is under the influence of alcohol or drugs

Source: Working Together to Safeguard Children

Sexual Abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities
- This may involve physical contact including penetrative sex, oral sex, masturbation, kissing, rubbing or touching outside of clothing
- It may involve non-contact activities such as involving children in watching sexual activities, producing or looking at sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Abusers can be men, women or other children

Source: Working Together to Safeguard Children

The Role of the Designated Safeguarding Lead (DSL) (Children)

The role of the Designated Safeguarding Person was specified in the Children Act 2004 and ensured that every organisation had a “named person” for safeguarding children and young people.

So if you care for children aged up to age 18 you need a clear safeguarding lead.

Prior to that, the role had frequently been known as the Child Protection Officer.

Source: www.safeguardinginschools.co.uk

Your Governance …

Think about how you are governed.

For example, if you are a charity you should have a Trustee with responsibility for safeguarding (for more information see the Charity Commission's website).

It would be good practice for a company to have one Director who specialises in this area.

Responsibility of Charities

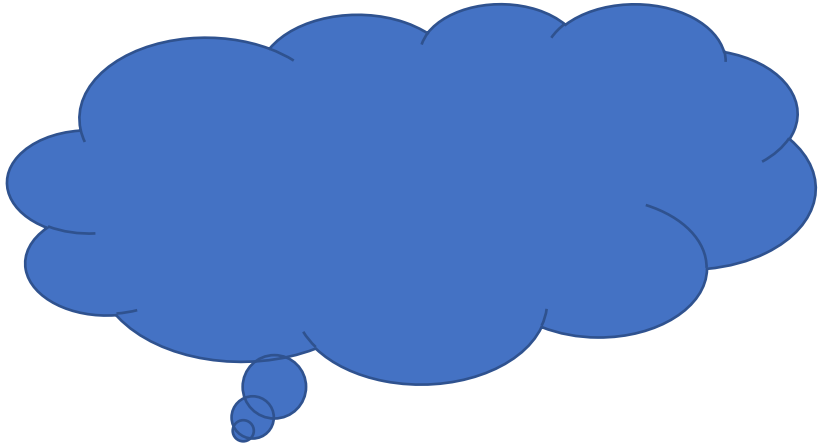
- Protecting people and safeguarding responsibilities should be a governance priority for all charities. It is a fundamental part of operating as a charity for the public benefit.
- As part of fulfilling your trustee duties, you must take reasonable steps to protect from harm people who come into contact with your charity.
- The Charity Commission will hold trustees to account if things go wrong.

Some Responsibilities
A Designated Safeguarding Lead (DSL) Might Have

- Advice and support for staff and volunteers
- Training staff
- They do NOT have sole responsibility for safeguarding
- Direct work with your service users
- Policy reviews
- Assessment of practice in the organisation
- Ensuring data is handled in line with relevant legislation and policy
- Report writing
- Safeguarding audits (West Yorkshire Organisational Safeguarding Assessment)

The Role of the DSL Varies Between Organisations

Depending on the size of the organisation, the mix of volunteers and paid staff (if there are any), the DSL may have different duties.



Take a moment to reflect

- What does the DSL do in your organisation?
- Is their role clear to everyone?
- Is there anything you need to check out as a result of this discussion?
- Are you clear of who to go to when the DSL is absent or on leave?

Reminder – what the Government says

Safeguarding

The Local Authority Should Check:

- If all staff have received safeguarding training
- If all staff been checked and vetted by the Disclosure and Barring Service (DBS), where appropriate
- What policies the provider has in place to ensure safeguarding incidents are dealt with robustly and rapidly

What Tools Are There to Help The DSL?

See handout from session

As A HAF provider, you have lots of expectations

- Staff
- Parents
- Children
- Are you clear about these?

Examples of things you need to consider relating to parents:

- Registration paperwork and establishing whether children can come and go to the setting on their own or whether they will be collected by an adult (Link back to your policies and procedures) .
- Share an overview of your settings policies and procedures and tell parents where they can access these
- Inform them of your policy in relation to absences and what will happen if they don’t report an absence- do you have to notify the LA?
- Give parents and carers an overview of what types of activities you will be carrying out.
- Overview of health and safety arrangements, risk assessments and security whilst the children are in your care.
- Being clear with parents how children's behaviour will be managed whilst they attend the setting. If there is an issue- who do parents report it too and what is the process for dealing with it.

Expectations of a Staff Member in a HAF setting:

- All staff must be clear of who the DSL is and how they report concerns.
- It's important that you follow your policies and procedures and staff code of conduct.
- You need to be clear of your role and ensure that you are engaging with the children irrespective of what HAF activity you are providing.
- As the staff member you need to be clear of the setting risk assessments, health and safety and security arrangements
- Maintain children's safety and continually risk assessing in the moment to assess if any adaptations need to be made.
- Understand how to manage children's behaviour whilst they are attending sessions with you.
- To understand what steps to take in the event of an emergency for example lost child, lockdown.
- Be clear of children's individual needs for example if they are younger child or have a SEN need do they need support going to the toilet – thinking of children's privacy.

As a HAF setting take a moment to think about your expectations of children:

Things to consider:

- Is everyone in the team clear of expectations of children's behaviour are you all consistent?
- Do your expectations link to the policies and procedures?
- Are they shared with the children?
- Are children encouraged to think about their safety and the safety of others?
- Voice of the child

What the government says

Safeguarding and promoting the welfare of children is everyone's responsibility. We want every HAF club to be a safe and happy place for children, and for parents, carers and families to feel confident that their child is well looked after and that robust safeguarding arrangements are in place.

Local authorities are statutorily responsible for safeguarding under the Children Act 1989

Children Act 1989

Section 17

Places a duty on local authorities to safeguard and promote the welfare of children in their area who are in need.

Section 47

Places a duty on local authorities to make enquiries where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. There is a duty on any other local authority, including LEAs, to help that authority with its enquiries. Where a child is in need of immediate protection appropriate emergency action will be taken.

Children Act 1989

Child in Need

Is defined as a child who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development.

Significant Harm

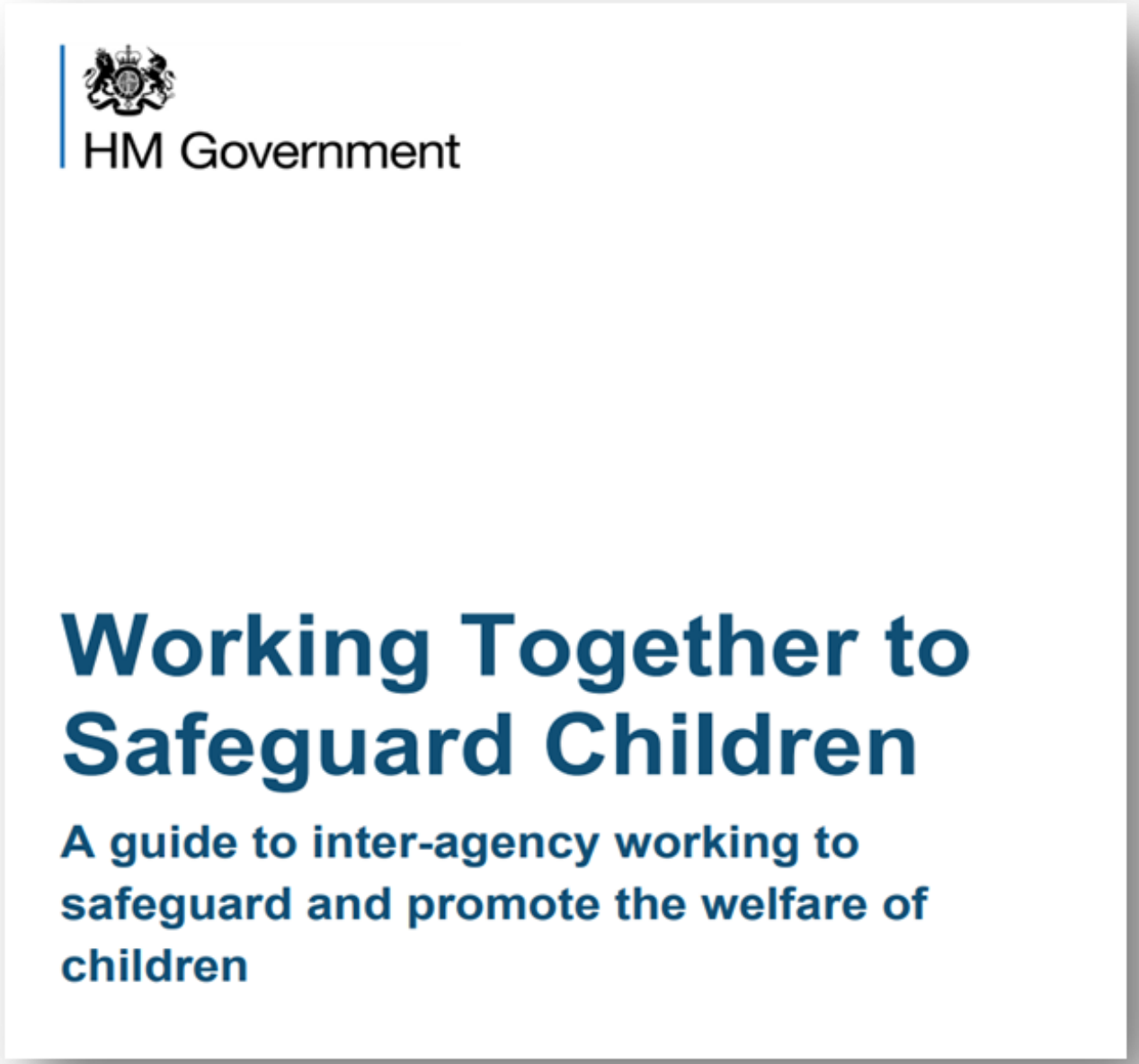
Is defined as the impairment of physical or mental health (including that suffered from seeing or hearing another person suffer ill treatment). The impairment of physical intellectual, emotional, social or behavioural development (including that suffered from seeing or hearing another person suffer ill treatment).

Children Act 2004

Duty on all agencies to make arrangements to safeguard and promote the welfare of children.

Shared responsibility and need for effective joint working between agencies and professionals.

Clear lines of accountability.



NOTE this was updated in this week!
Watch out on my website blog for an update but you can download the latest version etc.

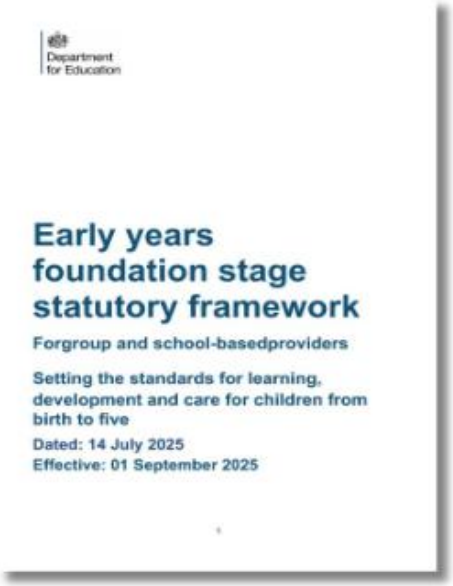
Keeping Children Safe in Education 2025

‘Everyone who comes into contact with children and their families has a role to play.

In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred.

This means that they should consider, at all times, what is in the best interests of the child.’

Early Years Foundation Stage 2025

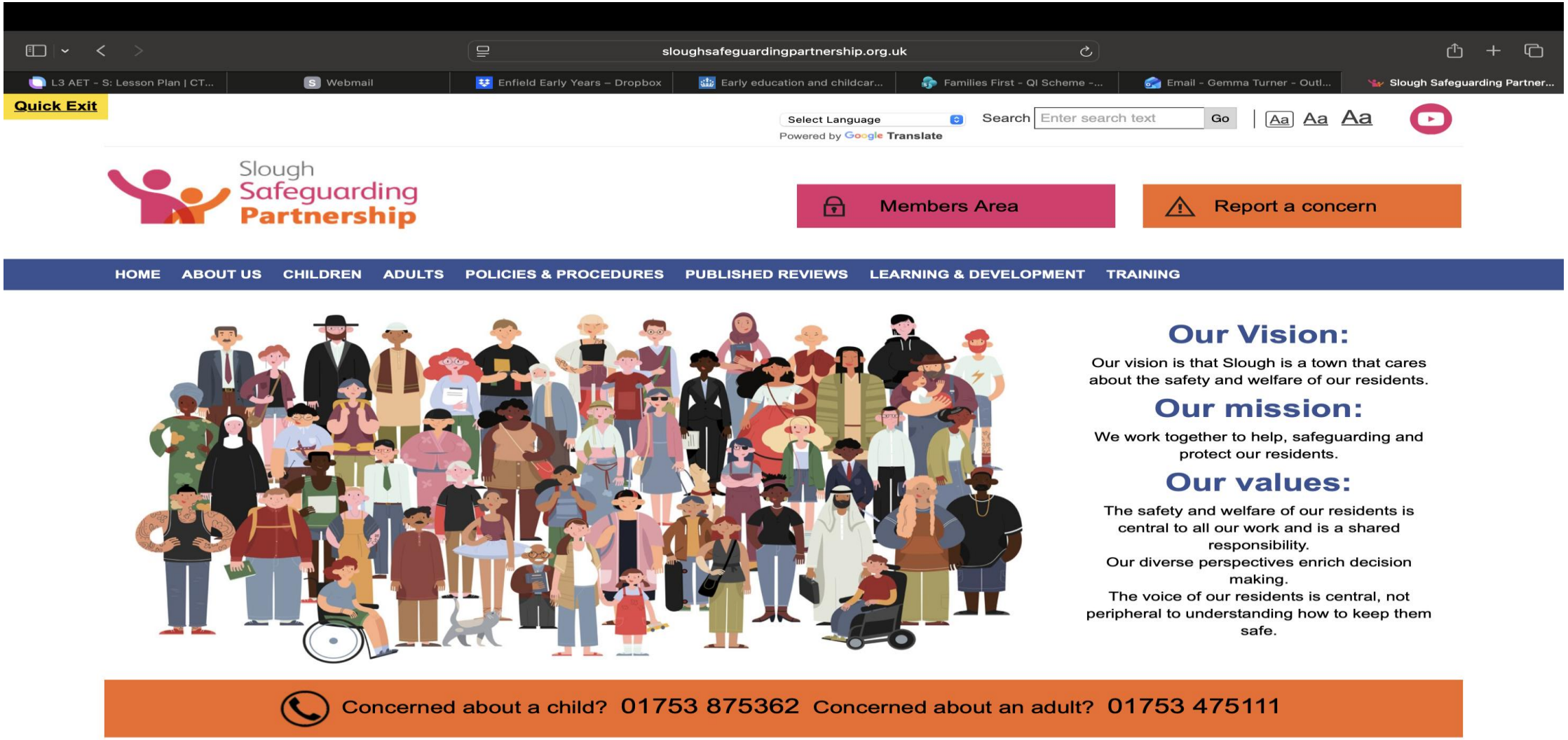


The Early Years Foundation Stage is mandatory guidance.
It is separated into two documents one for childminders and one for group / school base.

The Safeguarding and Welfare section 3, sets out the necessary steps providers must take to create a setting where children can enjoy learning, grow in confidence and be safe and well.

Examples include whistle blowing, concerns about a child's safety and welfare, child absences, suitable people, references, disqualification, staff taking medication, substances, qualifications, training and skills.

Slough Safeguarding Children's Partnership



Slough Safeguarding Children Partnership

Current Strategic Priorities	What the SSCP want to achieve
Priority 1:	Provide a swift, robust, and multi-agency response to children who need our help and/or our protection
Priority 2	Safeguard Children from harm outside the home
Priority 3	Keep children safe in education settings
Priority 4	Focus on and raise awareness of all forms of child abuse and neglect.

Wider Safeguarding Issues

Remember to keep visiting your local safeguarding board and keep up to date with local and national trends

For example

How much do you know about the Domestic Abuse Act 2021?

https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet#:~:text=Domestic%20abuse%20is%20an%20abhorrent,have%20the%20support%20they%20need.

Prevent Duty

Some organisations in England, Scotland and Wales have a duty, as a specified authority under section 26 of the Counter-Terrorism and Security Act 2015, to identify vulnerable children and young people and prevent them from being drawn into terrorism. This is known as the Prevent duty.

These organisations include:

- Schools
- Registered childcare providers
- Local Authorities
- The Police
- Prisons and probation services
- NHS Trusts and Foundations

Source: NSPCC

In Your Organisation

Do you have a Safeguarding Policy which staff have read and signed?

How often is it reviewed?

Do staff and volunteers know what to do if they are worried?

How do your staff and volunteers receive recruitment training?

How do you keep staff and volunteers up to date?

How do evidence safer recruitment?

Safer Recruitment

Again, this is the subject of a whole separate training, at least one person in any organisation should undertake Safer Recruitment training.

A quick reminder:

- Safer recruitment is more than just a DBS check
- Safer recruitment should be in place for all posts where there is work with children or adults at risk
- You should take a proportionate approach
- Role descriptors, an induction and a review can save a lot of problems later
- Great free resource:

https://www.gov.uk/government/news/new-hiring-toolkit-supports-care-providers-with-safer-recruitment

Volunteers and DBS checking (.gov.uk guidance for HAF)

- Volunteers can play an important role in the delivery of holiday clubs
- Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity
- For some of the voluntary staff involved in the delivery of the holiday, activities and food programme in holiday clubs, this work will be done regularly and considered to be regulated activity. This means they will be subject to an enhanced DBS check with barred list information
- The guidance on regulated activity in relation to children contains definitions of what we mean by regular and regulated activity

There may be a very small number of volunteers who do not regularly carry out this role, and so it may not be considered as regulated activity. This means they may not be required to have an enhanced DBS check.

Example

A guest speaker or presenter visits a holiday, activities and food programme club to deliver a talk on nature.

The guest is escorted by staff at the club (who are DBS checked) while on the premises and is not left unsupervised with children at any time. In these circumstances, we would not expect a DBS check to be carried out.

Remember

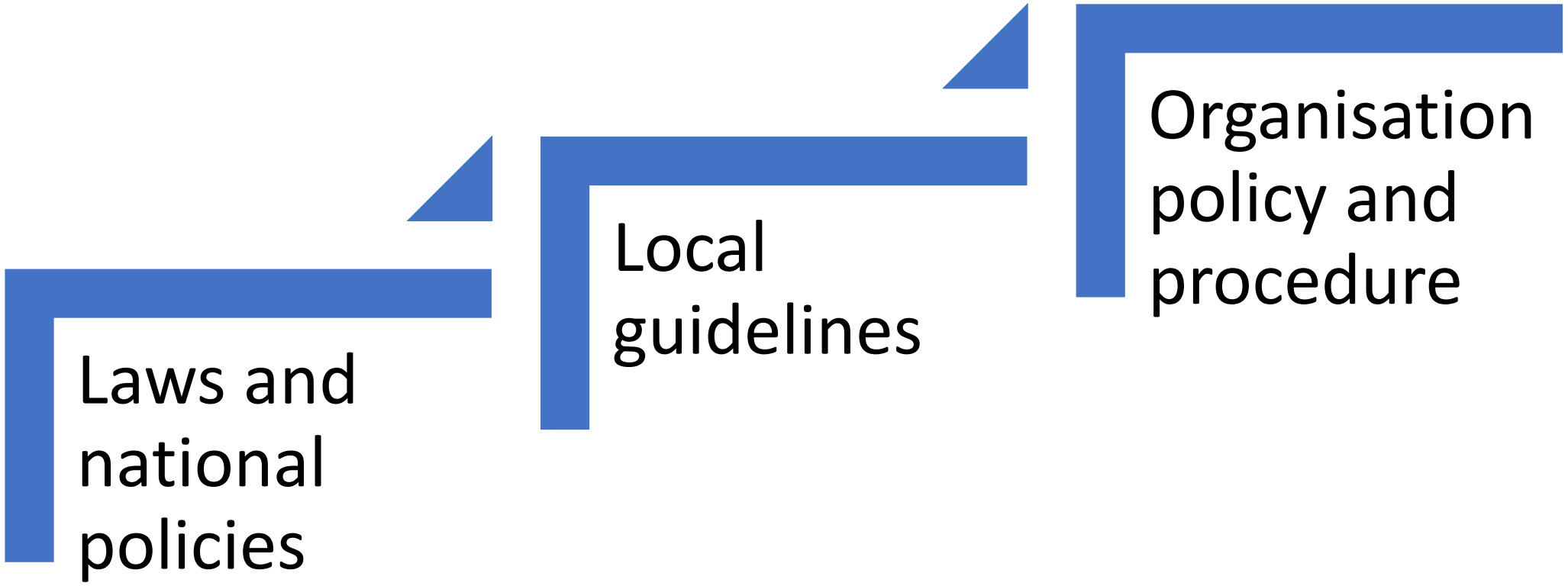
Alongside safeguarding legislation, you will need to be aware of other legislation – some examples include:

Equality Act 2010

Health and Safety at Work Act 1974

Human Rights Act 1998

So How Does This Work In Your Organisation?



Organisational Safeguarding Is Developed From….

Relevant legislation	Ensure a consistent and uniform approach Number of different pieces of legislation – you need to be aware of what impacts your work and your responsibilities Remember the legislation may vary by country
Government strategies	For example – the Prevent Strategy
Local guidelines	These explain local arrangements Usually national guidance adapted to work locally Role of local safeguarding boards
Organisational policies and procedures	Consistent and uniform approach by all staff working for – or on behalf of – an organisation Everyone needs to know what to do if a someone is at risk of abuse

The challenge...safeguarding is not an exact science

Is it safeguarding?

1. It is pouring with rain and a 9-year-old turns up for a day out without a coat
2. A 14-year-old gets bored and decides to leave and walk home
3. A staff member tells a 12 year old all about the demonstration they were part of at the weekend
4. A 6 year old tells you they don’t like it when Daddy plays with their fairy

Useful Questions to Clarify

TED

- Questions beginning with the phrases ‘tell me’ or the words ‘describe’ or ‘explain’ are useful:

- **Tell** me what happened, tell me who was there?
- **Explain** what you mean when you say…?
- **Describe** the place to me.

The Care Act 2014

Represents the most significant reform of care and support in more than 60 years, putting people and their carers in control of their care and support.

The Act combines various existing pieces of legislation which previously shaped how social care was arranged in Britain.

Importantly, the Care Act also changed many aspects of how support is arranged and aims to give greater control and influence to those in need of support.

You need to have an awareness of adult safeguarding as you may have parents who are themselves adults at risk.

Adults at Risk

The 2014 Care Act has replaced previous guidance ('No Secrets', 2000) and the term 'vulnerable adult' is no longer used.

The safeguarding duties set out in the Care Act apply to any adult who:

Has needs for care and support.

(whether or not the local authority is meeting any of those needs)

and

Is experiencing or is at risk of abuse or neglect.

and

As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Welcome to Safeguarding Adults

Click on a button below to access a specific area within Safeguarding Adults:

Adult Safeguarding

Professionals

Useful Links

Adult Social Care

If you are worried about an adult at risk of abuse or neglect

Call 01753 475111 or email safeguarding.adults@slough.gov.uk.

National helplines

Welcome to Safeguarding Adults

Register For Updates

Give Us Your Feedback

Online Poll

What device do you use most often to access the internet?

- Mobile phone
- Tablet
- Laptop
- Desktop

Vote

Keeping Up To Date Will Help You To Be Aware Of Trends In Safeguarding

- Research in Practice Report January 2025
- Initial contacts to social care have increased by 8%
- Number of Children in Need and Child Protection plans has decreased slightly

- https://www.researchinpractice.org.uk/children/news-views/2025/january/latest-research-shows-changes-in-safeguarding-pressures/#:~:text=The%20research%20showed%20other%20notable,cost%2Dof%2Dliving%20crisis.

Research in Practice Report January 2025
Key Themes

- Ongoing Impact of COVID 19 https://ihv.org.uk/news-and-views/news/casting-long-shadows-report/
- Housing concerns
- Health challenges
- Poverty
- Pressures on the SEND system
- Growing numbers of unaccompanied asylum-seeking children (UCAS)
- Double in number of early help assessments for child sexual exploitation, trafficking and gangs
- Significant increase in safeguarding activity as a result of children's online activity

Child Safeguarding Practice Review Panel

Annual report for year 2024 – 2025

Three Themes:

1. Safeguarding children with mental health needs
2. Safeguarding pre-school children with parents with mental health needs
3. Extrafamilial harm

https://assets.publishing.service.gov.uk/media/67c97b1dd0fba2f1334cf300/Child_Safeguarding_Practice_Review_Panel_annual_report_2023_to_2024.pdf

The DSL Would Usually Support With Referrals

How do you decide when a case needs to be referred to children's social care?

What happens in your organisation?

Who does the referral?

What make a good referral?

sloughsafeguardingpartnership.org.uk

L3 AET - S: Lesson Plan | CT... | Webmail | Enfield Early Years – Dropbox | Early education and childcar... | Families First - QI Scheme -... | Email - Gemma Turner - Outl... | Slough Safeguarding Partner...

Report Concerns

Open All

Adult +

Children —

[Worried about a child?]

Are you worried about immediate risk of a child?

Worried that a child, young person or adult is at immediate risk from harm? Please contact the **Police** by dialling 999.

If you are concerned that a child or young person is being harmed through abuse or neglect, our **Referral and Assessment Service** is where to start.

If the child or young person requires immediate protection please call **01753 875362** and send the electronic Multi-Agency Referral Form (MARF) to sloughchildren.referrals@sloughchildrenfirst.co.uk. The operating hours (for this team only) are 9am to 5pm.

Please do NOT use the number above for general enquiries. For these, use 01753 477321 between 9am and 5pm.

For emergencies outside of Monday to Friday, 9am-5pm, please call the Emergency Duty Team on **01344 351999** email: EDT@bracknell-forest.gov.uk or **dial 999**.

The Multi-Agency Safeguarding Hub (MASH) works with several multi-agencies to gather information on referrals. More information on this, and the Referral and Assessment Service, can be found here.

The 'triangle' below visually outlines Slough Safeguarding Partnership's continuum of need. We use this to clearly (and quickly)

Report Concerns

Register For Updates

Give Us Your Feedback

Refer or Not?

Charity providing care to young people faced this situation:

- Young person with additional needs aged 15
- Known to have seizures
- Safe at home alone for limited times
- Mum late from work (30 mins)
- Young person agitated and found walking down the middle of the road
- Calmed and reassured by carer

Refer or Not?

Child aged 8 attending HAF each day

- Mum and Dad have recently separated
- Child recently seems a bit quieter and more anxious than usual
- Dad arrives to pick up child one day and gets quite upset – he says that last time he took the child back to mums she was very aggressive and physically attacked Dad

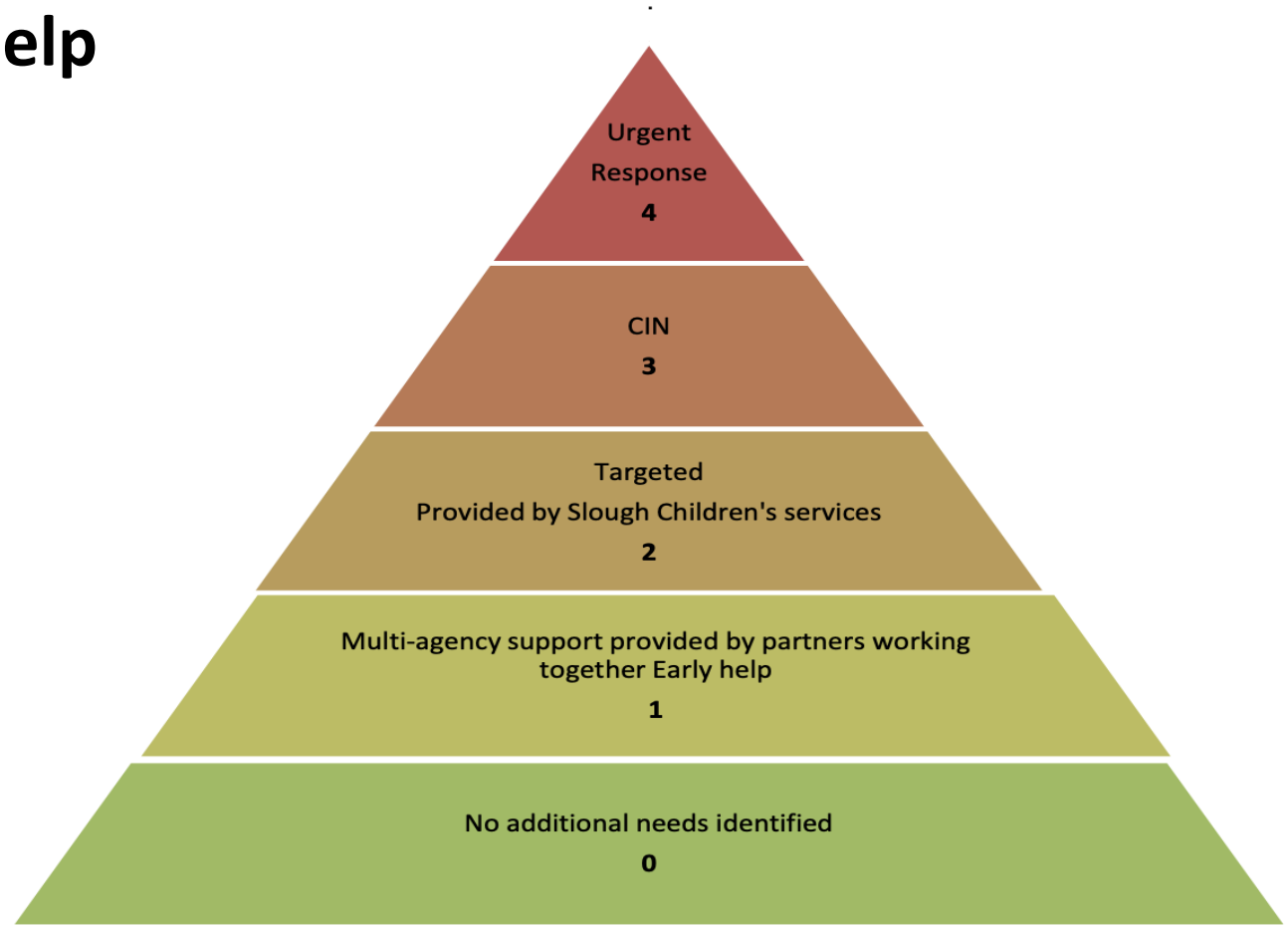
If Social Care Won't Take Up The Referral What Would You Do?

- Make sure you have given all the information – ask someone to check your referral
- Explain why you think the risk is escalating
- Ask for an explanation
- Check the Threshold Guidance (see next slide)
- Keep an ongoing record of cases which have been accepted in the past
- Consider referring to other services – role of Early Help

Slough Safeguarding Partnership

Revised Threshold Guidance: September 2025

Early Help



Rooted in the UN convention on the rights of the child.

[09.10.2025_threshold_interim_revision_september_25_002.pdf]

From .gov.uk

The local authority should ascertain:

- How the provider engages with the families of the children who attend their provision
- What the provider has in place to guide and advise children and their families to ensure they are aware of and, where appropriate, referred to other services and agencies

When Someone Does Not Meet The Threshold For Social Care Intervention – Role of Early Help

What is early help?

Early help is simply providing support to children, young people and families as early as possible to prevent problems from escalating.

Everyone needs help sometimes and the good thing about getting it **EARLY** is that it can stop things from getting worse and can even stop something you might be worried about from happening if you ask for help before it happens – this is often called **PREVENTION**.

There are lots of places and people where you can receive 'early help'; from school to your doctor to family support workers or youth workers and the way you access support from them will be different depending on where they are based.

What early help services does Slough Children First provide?

Slough Children First provides 'targeted support' services.

Challenges of multi-agency working

- Can include **communication barriers**, such as jargon and lack of clarity
- **Role confusion**, with unclear responsibilities and conflicting priorities;
- Difficulties with **information sharing**, including confidentiality concerns and incompatible technology systems
- External pressures like **high workloads**, limited resources, and staff turnover

But we have to be persistent and get children the help they need

Information Sharing – Yes or No?

If you have concerns about a child's safety, which of the following is it OK to talk to?

1. Children's Social Care
2. Your line manager
3. School where the older sibling goes
4. A friend who knows the family

Reminder

It is vital that information is shared in an appropriate and timely fashion.

Often, it is only when information from a number of sources has been shared and is then put together, that it becomes clear that a child has suffered, or is likely to suffer, significant harm.

Practitioners should be proactive in sharing information, as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

This includes when problems first emerge, or where a child is already known to local authority children's social care

Source - Cumbria Children's Safeguarding Board

There were example of excellent information sharing in this case. For example, Child N's nursery were prompt, appropriate and accurate in sharing information with CSC	Child N Calderdale SCB 14.05.2021
There were also instances when multi agency communications and information was poor ..one example being that the outcome of the single agency assessment was not share with the FNP practitioner – who also did not seek information about the outcome	Child N Calderdale SCB 14.05.2021
(About children moving) Where a change of address also involved a change of local authority area this can be particularly challenging for agencies to keep track of families but can also be a time of increase risk for children as they can become 'invisible'	Child N Calderdale SCB 14.05.2021

Information Sharing

The Data Protection Act enables the lawful sharing of information.

There should be a local agreement or protocol in place, setting out the processes and principles for sharing information between organisations. This is useful to do – for example if the setting you work in regularly works with a school

An individual employee cannot give a personal assurance of confidentiality.

Never let Data Protection stand in the way of safeguarding

Lots of advice from the Information Commissioners Office https://ico.org.uk/

Information Sharing Protocols

- https://safeguarding.je/wp-content/uploads/2022/12/Information-Sharing-Protocol-2019.pdf

- https://www.schools.norfolk.gov.uk/article/67989/Information-Sharing-and-Confidentiality

ICO Guidance - September 2023

The Information Commissioners Office have confirmed that GDPR should not stand in the way of safeguarding.

There is some great information and a really good video at:

https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-sharing/a-10-step-guide-to-sharing-information-to-safeguard-children/

Although this focusses on children, and we await more information about adults, the principle will be the same for children and adults.

How Do Manage the Relationship with Parents when we Have to Pass Information On?

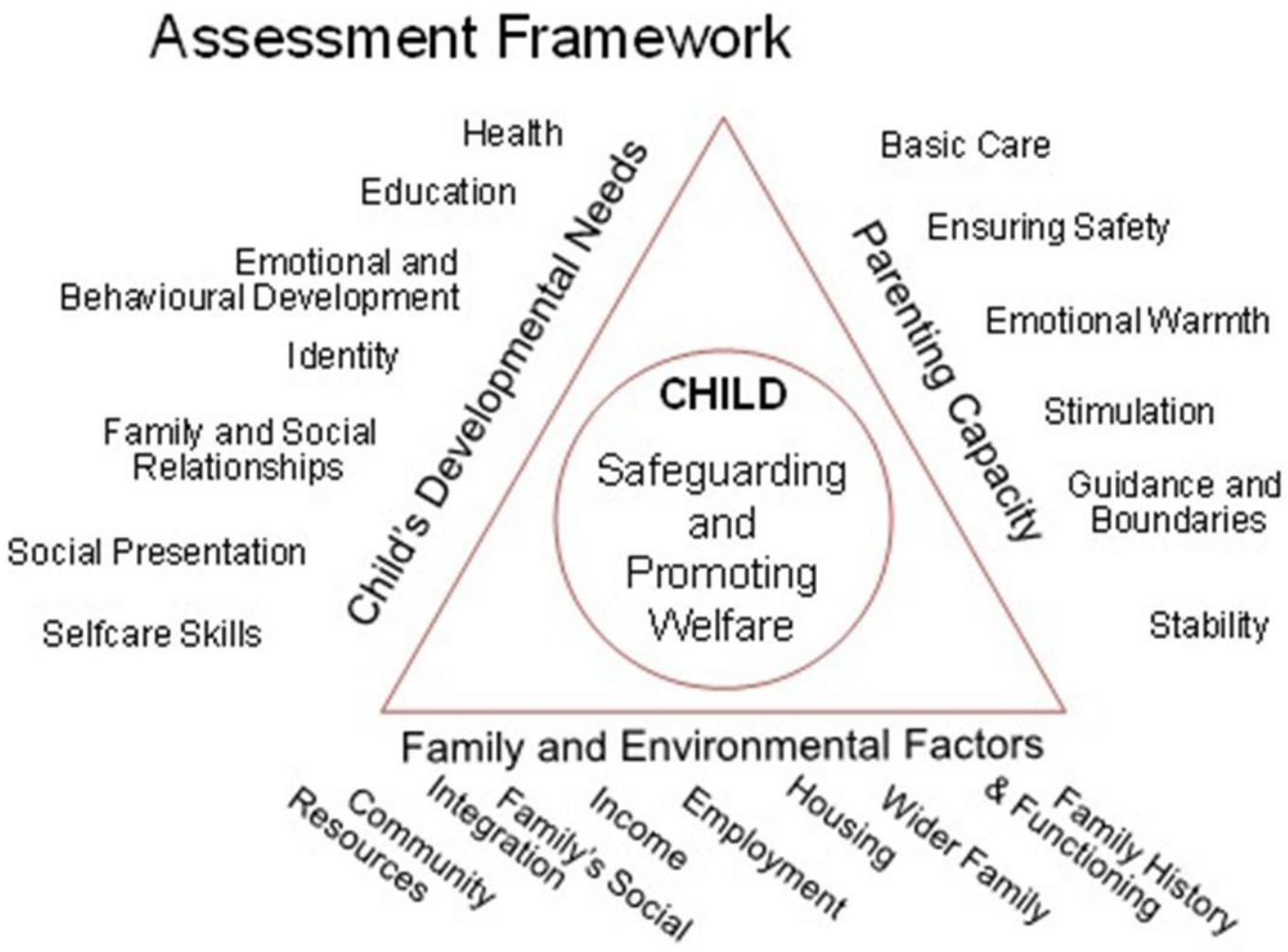
- Start at the beginning, make sure anyone accessing your services is aware of your Safeguarding Policy and duty to pass concerns on
- Remember that if someone makes a disclosure to you, that you are clear you may have disclose the information
- Talk to the parent about seeking help to help them
- Explain carefully what you are going to do, who you need to share information with and how you will feedback
- Keep channels of communication open
- Always remember safeguarding is more important than keeping the relationship going

Record Keeping

5 Ws

- **Who** was involved
- **What** happened
- **When** did it happen
- **Where** did it happen
- **What** did you do next (refer or…)

Useful tool


Assessment Framework
Health
Education
Emotional and Behavioural Development
Identity
Family and Social Relationships
Social Presentation
Selfcare Skills
Child's Developmental Needs
Basic Care
Ensuring Safety
Emotional Warmth
Stimulation
Guidance and Boundaries
Stability
Parenting Capacity
CHILD
Safeguarding and Promoting Welfare
Family and Environmental Factors
Community Resources
Family's Social Integration
Income
Employment
Housing
Wider Family
Family History & Functioning

What makes a good assessment?

In your role, you will not usually be carrying out the full assessment shown on the last slide.

However, you might be asked to write a report about a child who has been in your care/attending your service for a few months.

Note – there is a legal requirement for agencies to take part in these processes

How could this record be improved?

- Mrs Smith shouted at her child at drop off. The child cried. Staff took the child inside. Incident noted.

What a difference

- Date: Wednesday, 06/12/2023
- Time: 08:50
- Location: Outside Anytown Youth Club AN1 1AA
- Child Involved: 9 -year-old child Simon Smith
- Adult Involved: Mrs Smith (mother)
- **Nature of Incident**
- At 08:50 on Wednesday, 6th December, I witnessed Mrs Smith, the mother of a 9-year-old Simon Smith, shouting at her child as she dropped them off at HAF . Mrs Smith raised her voice and said, "Stop crying, you are being silly," in a tone that appeared angry and frustrated. The child looked visibly upset and began to cry more.
- No physical contact was observed. The incident occurred in the just outsider the Youth Club, with other parents and children nearby. After the incident, Mrs Smith quickly left the premises, and the child was taken into the HAF provision by staff.

Managing Allegations – Reminder

All organisations that provide services for children, or provide staff or volunteers to work with or care for children, should operate a procedure for handling allegations of abuse that is consistent with national and local guidance.

The same applies for those organisations who work with adults at risk.

Your policy should outline how you manage allegations including the duty to inform the Local Authority Designated Officer (LADO).
See the following screen shot.

Depending on the outcome of the allegation you may also have a duty to refer to DBS.

Managing Allegations – Working Together

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

This means you should contact the LADO if concerns arise about someone's behaviour which could affect their suitability to work with children.

The same principles are followed for adults at risk by the PIPOT

What is Whistleblowing?

Whistleblowing is when you raise a concern about wrong doing in your organisation.

This is known as **"blowing the whistle“** and is important for helping organisations identify problems and improve their practices.

If you're worried about a child protection issue in your organisation, you can "blow the whistle" by following your organisation’s Whistleblowing Policy.

Disqualification Under the Childcare Act 2006

The childcare disqualification arrangements are contained in the Children Act 2006 and the Childcare (Disqualification) Regulations 2018.

They automatically disqualify a person from providing, or working in, childcare at the point they are convicted of or cautioned for specified offences or where they meet other disqualification criteria set out in the regulations.

So If An Allegation Is Made What Should You Do As DSL?

- Be prepared make sure all staff are aware of the policy about managing allegations and the need to refer concerns on

- Work hard to create a culture where people can speak to you and say … ’I am not sure but…’

- If an allegation is made, follow your procedure carefully, and take immediate advice from the LADO

- You will need to manage the situation with the staff involved as well as other staff carefully

If you are unsure whether your concern meets these criteria you can contact the LADO for further a and guidance. The LADO will:

- Provide advice and guidance to employers and voluntary organisations
- Provide management and oversight of allegations against staff and volunteers who work with children
- Liaise with the police and other agencies
- Monitor the progress of cases to ensure they are dealt with as quickly as possible and that the processes followed are fair and consistent.

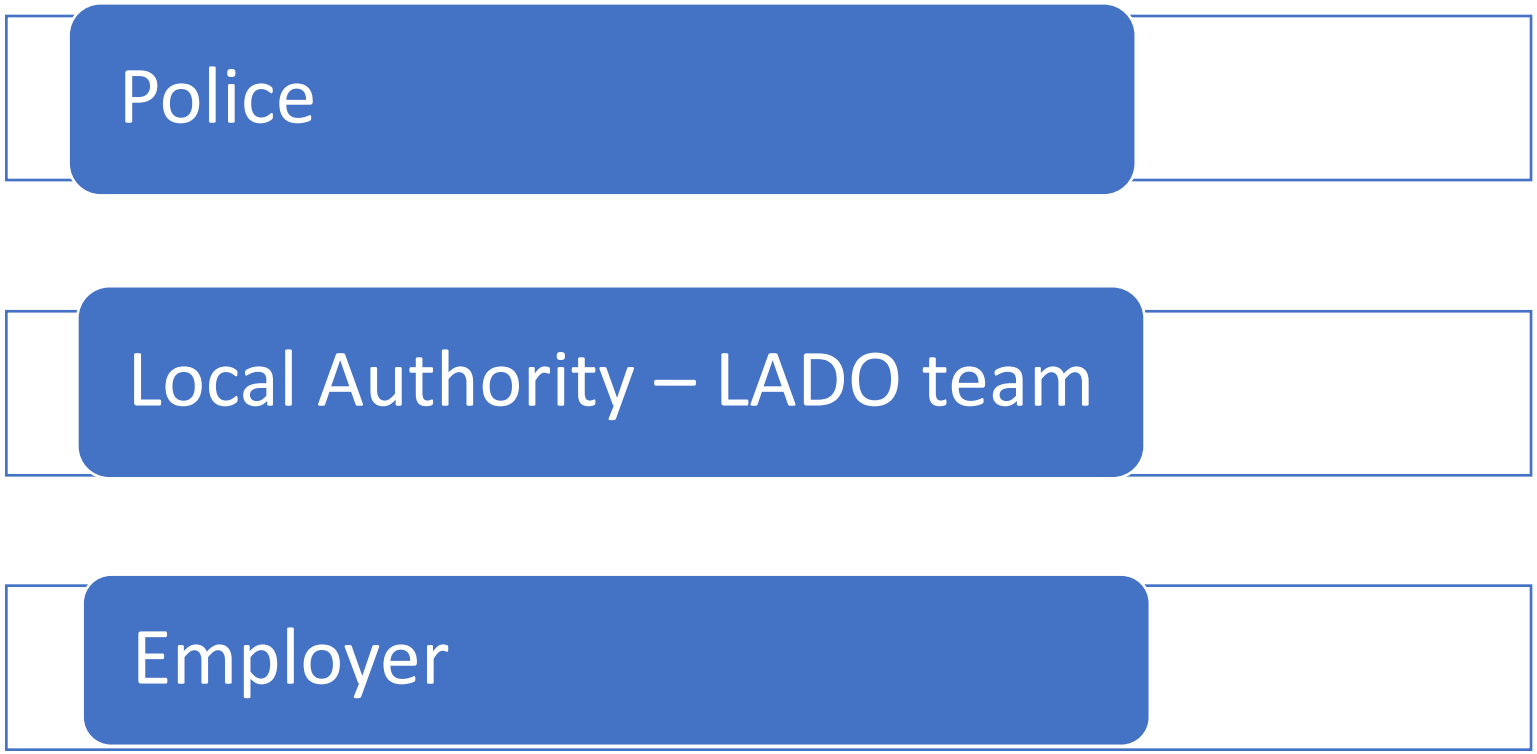
The LADO can be contacted using the following details:

- Email: LADO@sloughchildrenfirst.co.uk
- Phone: 07927 681858

Where possible, please use the LADO Referral Form.

Managing Allegations Is A Three Part Process

Depfielding on the outcome, Ofsted will also be involved



CPD CERTIFIED
The CPD Certification Service
Collective Mark

And so to End...

Summary

Your Action Plan – Share one thing you will do

Any Questions?

Further Thoughts?

We need your feedback!!!

Thank You!