



Safeguarding Children and Adults at Risk Policy

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Reviews will be yearly and in line with Keeping Children Safe in Education guidance

A handwritten signature in black ink, appearing to read "Zinnia Murdoch".

Signed by:

Role of Signatory: Designated Safeguarding Lead

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Part I: Policy

1.1 Definitions

Safeguarding is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children’s health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- And taking action to enable all children to have the best outcomes.

Working Together to Safeguard Children

“Adult safeguarding means protecting a person’s right to live in safety, free from abuse and neglect.”

Adult Safeguarding Network, NHS England 2017

Adult at risk: a person aged 18 years or over, who is, or may be in need of community care services due to mental health problems, other disability, age or illness and is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.’ *No Secrets, Department of Health Guidance, 2000.*

Child (in child protection guidance): “anyone who has not yet reached their 18th birthday.” *NSPCC Safeguarding Information Service, August 2008.*

For the purposes of this document, ‘**staff**’ also includes volunteers, freelance staff, work experience students and interns working in our settings, and ‘**parents**’ includes carers and legal guardians – unless clarified further within the text.

This policy applies to activities undertaken both at SFF and at any off-site locations, e.g. schools, community buildings, catering kitchens.

1.2 Introduction

At Square Food Foundation:

- Safeguarding and promoting the welfare of children and adults at risk is **everyone's** responsibility. **Everyone** who comes into contact with children, adults at risk, and their families and carers, has a role to play.
- In order to fulfill this responsibility effectively, all professionals should make sure their approach is person-centred. This means that they should always consider what is in the **best interests** of the person.
- We take an **'it can happen here'** approach where safeguarding is concerned.
- **Everyone** who comes into contact with children/adults at risk has a role to play in identifying concerns, sharing information and taking prompt action.

Square Food Foundation is committed to safeguarding and promoting the welfare of children and adults at risk by:

- The provision of a safe environment in which people can learn.
- Acting on concerns about a persons' welfare immediately.
- Fulfilling our legal responsibilities to identify people who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by Square Food Foundation will be in accordance with:

- Statutory, national, and local guidance and legislation – this includes:
 - Working Together to Safeguard Children (2018), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of education settings.
 - Keeping Children Safe in Education (2024) which is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
 - **The Care Act (2014)** sets out a clear legal framework for how local authorities and other parts of the system should protect adults at risk of abuse and neglect.
- [The Charity Commission's guidance](#) for safeguarding and protecting people
- **Local Guidance from the Local Safeguarding Partnership:** [Keeping Bristol Safe Partnership](#)

This policy should be read in conjunction with the following policies:

- Bullying, Harassment and Grievance
- Discipline and Dismissal
- Equality, Diversity and Inclusion (ED&I)
- Health and Safety
- Safer Spaces
- Social Media and Internet
- Volunteer
- SEND and inclusion

- Whistleblowing

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Inclusion policy.

Square Food Foundation also adheres to the principals of and promotes anti- oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

1.3 Overall Aims

This policy will contribute to the safeguarding of children and adults at risk at Square Food Foundation by:

- Clarifying safeguarding expectations for members of the cookery school's staff, volunteers, community, trustees, support workers, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that learners are able to learn, develop and express themselves in a safe and encouraging environment, are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and be listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, volunteers, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.

1.4 Professional expectations, roles and responsibilities

The Designated Safeguarding Lead (DSL) for SFF is Zinnia Murdoch. The Designated Safeguarding Board Member (DSBM) is Ian Thomas. The DSL in the absence of Zinnia Murdoch is Nicola White.

Details of our DSL and DSL board member/s are available on the Square Food Foundation website, or displayed in the cookery school office.

1.4.1 Role of all staff

All staff based on SFF site and off-site should:

- Read and adhere to this Safeguarding Policy.
- Be aware of the systems in place which support safeguarding including this Safeguarding Policy, Bullying, Harassment and Grievance policy, Discipline and Dismissal policy, Equality and Diversity policy, Health and Safety policy, social media and Internet policy, Volunteer policy, Whistleblowing policy.
- Be alert to the signs of abuse (**see Appendix F**) and respond appropriately to when someone tells you they have experienced or are experiencing abuse (**see Appendix D**).
- Record safeguarding concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- Know who and how to contact the DSL, DSBM and the DSL of the setting in which they are working. Discuss any safeguarding concerns with them.
- Ensure that if, at any point, there is a risk of immediate serious harm to a child/adult at risk that they make a

referral to the emergency services immediately.

- Attend safeguarding training and any refresher sessions.
- Refer any safeguarding concerns about colleagues to the DSL, DSBM or the Local Authority Designated Officer (DO) directly, and, if appropriate, the DSL of the setting in which they are working.
- Raise concerns about poor or unsafe practice and potential failures in the Trustee's safeguarding regime using appropriate whistleblowing procedures.

1.4.2 - Role of the Designated Safeguarding Lead (DSL)

The DSL should:

- Manage referrals to the local safeguarding partners where learners with additional needs have been identified. These can include those:
 - who may be experiencing abuse or neglect
 - who may require mental health support
 - who may benefit from Early Help
 - where there is a radicalisation concern
 - where a crime may have been committed
- Ensure that if, at any point, there is a risk of immediate serious harm to a child/adult at risk that they make a referral to the emergency services immediately.
- Ensure that all safeguarding records are detailed, accurate, secure and managed in accordance with this policy.
- Refer all allegations about a staff member to the Local Authority Designated Officer (LADO).
- Refer all cases where a person is dismissed or left due to risk/harm to child to the Disclosure and Barring Service.
- Act as a source of support, advice and expertise to staff on matters of safeguarding and making referrals to other agencies.
- Ensure each member of staff and all site users have access to and understands the Safeguarding Policy.
- Coordinate safeguarding training for all staff and raise awareness and understanding to the settings community around policies and practice in relation to safeguarding. Update staff on new legislation and provide refresher training via formal training, email bulletins and team meetings.
- Ensure they themselves are fully up to date with their own safeguarding training and knowledge.
- In the absence of the DSL, these duties should be carried out by the most senior member of staff at the time.
- Ensure appropriate safeguarding cover for all activities, including offsite activities managed by SFF.
- Ensure that the safeguarding policy is updated annually (or when there are significant updates).

1.4.3 Role of the Designated Safeguarding Board Member (DSBM)

The broad areas of responsibility for the DSBM should be to:

- Receive reports from the DSL of any occasions when there are safeguarding concerns or issues.
- Be DBS checked every 3 years
- Give regular verbal updates to the Board concerning safeguarding matters.
- Provide the Annual Review of Safeguarding to the Board, stating:
 - i. any changes to the Safeguarding Policy
 - ii. safeguarding training undertaken by the DSL, other staff, volunteers and Board members

- iii. the number of child protection incidents/cases (without name or detail)
 - iv. the number of Early Help cases and
 - v. any other safeguarding issues.
- ensure that safeguarding and child protection practice, process, and policy is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.
 - Ensure that the setting remedies any deficiencies or weaknesses brought to its attention without delay.
 - Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.

1.4.4 Role of the Board of Trustees

The Board have overall responsibility for ensuring that there are sufficient measures in place to safeguard the children and/or adults at risk in their establishment. All Board Members have an important safeguarding role and should be DBS checked every 3 years. In particular, all members of the Board must:

- Ensure all Safeguarding policies are adhered to, including safe recruitment and the management of allegations of abuse against staff.
- Appoint and support a Designated Safeguarding Board Member. This must be a non-staff member of the Board.
- Identify deficiencies or risks in the Board's safeguarding arrangements.
- Nominate a member of the Trustees (usually the Chair) to be responsible in the event of an allegation of abuse being made against the DSL or the DSBM.
- Ensure an annual review of Safeguarding policies, procedures and information.
- Be DBS checked every 3 years
- The Board should ensure that SFF designates an appropriate senior member of staff to take lead responsibility for safeguarding. This person should have the status and authority within the organisation to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- Review which posts within the charity can and must have a DBS check from the Disclosure and Barring Service in line with statutory guidance Keeping Children Safe In Education (2022, Part 3).
- Have a risk assessment process in place for posts which do not qualify for a DBS check, but which still have contact with children or adults at risk.

1.5 Safeguarding training for staff

1.5.1 All staff:

- Must undergo safeguarding training as soon as possible.
- Will receive appropriate safeguarding refresher training every 6 months (via formal training, email bulletins and staff meetings)
- Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

1.5.2 DSL

- Will undergo formal training to provide them with the knowledge and skills to carry out their role. The training will be updated at least every 2 years.
- The DSL will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins.

1.6 Safer recruitment and Safer working practice

SFF pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2022; Part 3)

- This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- All staff are DBS checked every 3 years. This is managed by the Designated Safeguarding Lead.
- All volunteers with access to children and/or adults at risk, and without direct supervision from a member of staff, will be DBS checked every 3 years.
- SFF will keep a record of the documents used to validate each identity for a minimum of 2 years. This is to aid fraud investigation work carried out by DBS. This is in accordance with "ID checking guidelines for Standard/Enhanced DBS check applications from 22 April 2025".
- All recruitment materials will include reference to SFF's commitment to safeguarding and promoting the wellbeing of learners.
- Learners over the age of 16 years will be required to declare details of any unspent convictions relating to serious violence, arson, sexual offences or offences against children.

1.7 Partnership working

SFF must always ensure that onsite users, delivery partners and service providers who share our site have effective safeguarding policies in place and display good practice in regard to safeguarding. Any concerns that staff have of poor safeguarding practice in partner organisations should be reported to the DSL at the time they are noted. Partner organisations must inform the DSL of the occurrence of any breaches or suspected breaches of their safeguarding policy. Valid, enhanced DBS checks, including a check against the adults' barred list or the children's barred list, as appropriate, must be carried out by partner organisations in relation to anyone who is employed or volunteers by them if they work with children or adults at risk.

In line with *Keeping Children Safe in Education* if we receive an allegation relating to an incident where an individual or organisation was using our premises for running an activity for children, we should follow our safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation. This process is the same for adults at risk.

Part II: Procedures

2.1 Reporting concerns

All staff are clear about recording and reporting concerns to the DSL in a timely way. In the case a learner is in immediate danger staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child/adult at risk detailed in **Appendix B**.

Learners can raise their concerns by speaking with a staff member, or using the worry box in kitchen, and all concerns will be taken seriously.

2.2 Information Sharing

SFF is committed to having due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'. Access to recorded information is restricted to the DSL, the DSBM, and the Managing Director.

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

There may be times when it is necessary to share information without consent such as:

- to gain consent would place the child/adult at risk,
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

2.3 Responding to allegations of abuse made against professionals

Staff may also be subject to allegations of abusing children and/or adults at risk. While support will be offered, staff should ensure that the investigating agency concerned is given all assistance in pursuing any investigation. A Disciplinary Procedure may be implemented.

If it appears that a member of staff has behaved in a way that has harmed a child, or may have harmed a child; or possibly committed a criminal offence against or related to a child; or behaved in an inappropriate way towards a child which may have indicated the he or she is unsuitable to work with children and/or adults at risk, then the following procedures must be followed:

Concerns must be recorded and reported to the DSL. They should take steps to ensure that during the remainder of the working day that the person concerned is not left in sole charge of any child or adult at risk.

At the earliest opportunity, the DSL should contact the DSBM. They should contact the Designated Officer (DO) within the local authority. The DO should then be given a signed and dated written record of the concerns. Staff should maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow

local information sharing protocols. The setting should then follow the DO's advice on how to deal with allegations against staff.

If it appears that the DSL has behaved in a way that has harmed a child, then the Chair of the Board should be contacted.

Appendix A – Key Contacts

Emergency: 999

First Response Team (for making a referral for children): 0117 903 6444

Care Direct (for making a referral for adults at risk) 0117 922 2700

Families in Focus (advice before a referral for children):

North: 0117 352 1499

East / Central: 0117 357 6460

South: 0117 903 7770

Early Help Teams:

North (Ridingleaze, Laurence Weston) 0117 903 8700

East/Central (Welsman, St Paul's) 0117 903 6500

South (Broadwalk, Knowle) 0117 903 1414

(Symes House, Hartcliffe) 0117 353 2200

Emergency Duty Team 01454 615 165 (out of hours)

Local Authority Designated Officer (LADO) for Bristol, Nicola Laird: 0117 903 7795 email: LADO@bristol.gov.uk

Police Prevent Team: 0117 9455539

Ofsted Whistleblower Hotline: 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm)
whistleblowing@ofsted.gov.uk

Next Link Domestic Violence Support (Men, women, children and young people):

www.safelinksupport.co.uk 0117 925 0680

National Association for the Prevention of Cruelty to Children (NSPCC), help for adults concerned about a child: 0808 800 5000

Childline, help for children who are being abused: 0800 1111 (open 24 hours)

Appendix B - Key Guidance for safeguarding issues

All guidance and policies from the Local Safeguarding Partnerships

<https://bristolsafeguarding.org/policies-and-guidance/>

Care and support statutory guidance for adults (S42 and S46 of Care Act 2014)

[The Charity Commission's guidance](#) for safeguarding people and protecting people

Appendix C – Reporting concerns

Flowchart for safeguarding adults

Flow chart for safeguarding children

Safeguarding contacts poster – Multi-agency contacts for Safeguarding in Education

*Note: in order to complete a referral, you must have:

- the name, date of birth and address for each child/adult at risk you are including in the referral
- the name and contact details for each parent or carer and any other professionals involved
- information about what support has been offered to the individual/family

Appendix D – What to do when someone tells you they have experienced or are experiencing abuse

When someone tells me about abuse they have experienced, what must I remember?

What they share may be that they are feeling unsafe or are being abused – or it may be that they feel vulnerable in other ways. Effective safeguarding means that any welfare concern needs to be taken seriously and all staff have a role to play in this. Any concerns told/shared/said to staff should be recorded and reported to the DSL.

- Stay calm.
- Listen to what they are actually saying.
- Do not communicate shock, anger or embarrassment.
- Reassure them that they have done the right thing by telling you.
- Never promise confidentiality. Assure them that you will try to help but let them know that you may have to tell other people to do this. State who this will be and why.
- Encourage the person to talk, but do not ask 'leading questions' or press for information. This could lead a child to say something or agree with you wrongly. A closed question is: Are you afraid to go home because your Mum will hit you?;
- Ask Open questions, e.g.: Can you tell me why you are upset? Can you tell me what is frightening you? Can you tell me why you don't want to go home today? Open questions enable you to gain information and clarification;
- Listen and remember.
- Check that you have understood correctly what they are trying to tell you.
- Praise the person for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged perpetrator
- Do not ask them to repeat what they have told you to another member of staff.
- Be aware that the person may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell them again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the persons own language.

make these records as detailed as possible, including when and where the conversations took place, as well as any questions you may have asked. Do not add any opinions or interpretations.

- Report the information they have shared/told you/said about abuse to DSL on the same day. The DSL must report what they have said to the appropriate agency.
- If appropriate, inform parents / carers that you are going to report your suspicions / concerns. This might not always be possible and should not put the child or yourself at risk. When you report an incident, the First Response/duty officer will ask you if the parent / carer has been informed. If you haven't, they will want to know the reasons why;

Note: it is not staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Appendix E - Recognising Abuse, Neglect and Exploitation in children

Recognising abuse is one of the first steps in protecting children and young people and there could be signs or behaviour that make you feel concerned. All staff should be alert to the following situations and types of behaviour in children:

- Becoming excessively aggressive, withdrawn or clingy;
- Seeming to be keeping a secret;
- Significant changes in children's behaviour;
- Deterioration in children's well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Any bruising or marks on a non-mobile baby;
- Unreasonable fear of certain people or places;
- Acting out in an inappropriate way, perhaps with adults, other children, toys or objects;
- Children's comments which give cause for concern, e.g.: inconsistent explanations of bruising, injuries or burns;
- Self-harm;
- Sexually explicit language or actions;
- Being upset, withdrawn or angry after using the internet or texting;
- Children who go missing, particularly on repeat occasions.

Appendix F - Recording information

Thinking about your language when recording information:

- Avoid drawing any conclusions from the information that has been told to you.
- Use language that "writes to the child/adult". Records of information

The record should explain:

- What was seen in appearance and behaviour of the child: when and where (if physical this should include a

- site map indicating the position, size, colour and shape of any bruises/marks)
- What was said by the child/adult using the exact words used
- A note of any other people involved e.g as witnesses
- What the staff member thought and why they thought it
- What the staff member did; and
- Any other relevant information

All SFF child welfare records and records of allegations about staff should include:

- Information focusing on the original concern.
- Any judgments made, actions taken and decisions made by the DSL as a result.
- If there have been any previous concerns.
- Any child protection information received from previous schools or other agencies.
- An up-to-date case record of important events (a chronology).
- A record of involvement of any other agencies.
- A record (if appropriate) of the child's or staff member's behaviour for as long as deemed necessary.
- A copy of any referral by the DSL to Local Authority Social Care.
- In the case of a child subject to a Child Protection Plan, notes of any Child Protection case conference or Core Group meetings etc.
- If any information is removed from a file for any reason, a dated note must be placed in the file indicating who has taken it, why and when.

Appendix G – Types and indicators of abuse and neglect

“Abuse is a violation of an individual's human and civil rights by any other person or persons”

No Secrets: Department of Health, 2000

Physical abuse: This may involve hitting, shaking, slapping, pushing, kicking, poisoning, drowning, burning, scalding, restraint or restricting someone from doing things at certain times. Protected body parts and soft tissue areas are less likely to be a result of accidental injury, e.g., injuries to the back, thighs, genital area, buttocks, back of the legs or face.

Sexual abuse: including rape, indecent assault, inappropriate touching, exposure to pornographic material.

Psychological or emotional abuse: including belittling, name calling, threats of harm, intimidation, isolation.

Financial or material abuse: including stealing, selling assets, fraud, misuse or misappropriation of property, possessions or benefits.

Neglect and acts of omission: including withholding the necessities of life such as medication, food or warmth, ignoring medical or physical care needs.

Self-neglect: covers a wide range of behaviour including neglecting to care for an individual's personal hygiene, health or surroundings.

Discriminatory abuse: including racist, homophobic, sexist, abuse based on a person's disability and other forms of harassment, slurs or similar treatment.

Domestic abuse: This may include physical, sexual, psychological, emotional abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. This includes so called

‘honour’ based violence.

Institutional or organisational abuse: including regimented routines and cultures, unsafe practices, lack of person-centred care or treatment. This also includes observed lack of dignity and respect in the care setting, rigid routine, processes/tasks organised to meet staff needs, disrespectful language and attitudes.

Modern slavery: the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation.

Female Genital Mutilation (FGM): a procedure where the female genitals are deliberately cut, injured or changed, but where there is no medical reason for this to be done. FGM is most commonly carried out on girls between infancy and the age of 15, most often before puberty starts. It is illegal in the UK.

Radicalisation and Extremism: The following behaviours listed here are intended as a guide to help you identify possible radicalisation: Becoming increasingly argumentative, Refusing to listen to different points of view, Unwilling to engage with people who are different, Becoming abusive to students who are different, Embracing conspiracy theories, Feeling persecuted, Changing friends and appearance, Distancing themselves from old friends, No longer doing things they used to enjoy, Converting to a new religion, Being secretive and reluctant to discuss their whereabouts, Sympathetic to extremist ideologies and groups, Changing online identity, Having more than one online identity, Spending a lot of time online or on the phone, Accessing extremist online content, Joining or trying to join an extremist organisation.

Appendix H - Vulnerability

Vulnerability considerations raised by the Equality Act 2010 and Keeping Children Safe in Education 2025

In relation to safeguarding and promoting the welfare of children, our setting will consider how we are supporting children regarding protected characteristics - including disability, sex, sexual orientation, gender reassignment and race

Some children may be more vulnerable to abuse for a range of reasons, so staff need to be alert to these.

- Disabled children. Staff should be vigilant regarding possible signs of abuse relating to disabled children and not automatically assume that signs relate to their impairment.
- SEND/children with behaviour issues
- Looked after children/children in care
- Homelessness
- Children with allocated social worker or family support worker
- Privately fostered children
- Young carers
- Parents/carers in prison
- Parents/carers or children with alcohol, drug use or domestic abuse issues
- Mental Health issues in parents/carers or children
- Missing from home, care or education
- Is at risk of being radicalised or exploited
- Children isolated and unsupported for a range of reasons

This list is not exhaustive and vulnerability is a changing situation which can affect any child. These children may benefit from Early Help.

Every vulnerable child will have a named Key Worker and when needed they will work together with the DSL or Inclusion Lead to ensure the child is supported. If needed, a written support plan will be put in place.

Not all concerns about children or young people relate to abuse, there may well be other explanations. It is important to keep an open mind and consider what you know about the child and their circumstances.

If you are worried, it is not your responsibility to investigate and decide if it is abuse. It is your responsibility to act on your concerns and do something about it.



Bristol Safeguarding Contacts

If you have concerns about a child...



If a child is at immediate risk call the POLICE

POLICE 999

To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response

FIRST RESPONSE

0117 903 6444

(Out of hours Emergency Duty Team
01454 615 165)

To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental / carer consent).

FIRST RESPONSE
Online form

<https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response>

To raise a concern about extremism or possible radicalisation (also contact first response).

PREVENT DUTY

Call the Police 01278 647466
PreventSW@avonandsomerset.police.uk

For advice and guidance about whether to make a referral.

Family Help

North: 0117 352 1499
East & Central: 0117 3576460
South: 0117 9037770

If you have concerns about a professional working with a child...

To raise concerns, report or for advice and guidance in relation to the conduct of someone who works with children.

Local Authority Designated Officer
KBSP LADO notification form:

<https://bristolsafeguarding.org/children/lado-concerns-about-professionals/>

T: 0117 903 7795

Email: LADO@bristol.gov.uk

Support and guidance for Childcare Provision

For information, support and guidance.

BAND 0117 954 2128
admin@bandltd.org.uk