



Barrowford
Primary School
Learn to Love, Love to Learn

Safeguarding and Child Protection Policy

Barrowford Primary School Child Protection and Safeguarding Policy

Purpose of a Child Protection and Safeguarding Policy

This policy provides clear direction to staff and volunteers about the expected codes of behaviour in dealing with child protection issues. It makes explicit the school's commitment to the development of good practice and sound procedures. It ensures that child protection concerns and referrals are handled professionally, sensitively and in ways which prioritise the needs of the child.

Named staff with specific responsibility for Child Protection

Academic Year	Designated Senior Leader (DSL) & Deputy DSL	Nominated Governor
2017-2018	DSL – Rachel Tomlinson	Doug Metcalfe
	Deputy DSL's:-	
	Juliette Bate	
	Helen Lewin	
	Michelle Hartley	

Training for designated staff in school.

DSL's should refresh training every 2 years.

Name of staff member/governor	Date when last attended CP training	Provided by whom
Rachel Tomlinson	26/6/17	Phil Threlfall
Juliette Bate	26/6/17	Phil Threlfall
Helen Lewin	26/6/17	Phil Threlfall
Michelle Hartley	26/6/17	Phil Threlfall

Whole staff Child Protection Training

All staff should receive induction and an update every year.

Who attended	Date	Training delivered by
All teaching staff	21/11/17	Juliette Bate
All teaching assistants and welfare staff	7/9/17	Juliette Bate

All Governors	28/11/17	Juliette Bate
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Review dates for this policy

Review Date	Changes Made	By whom
November 2018	Updated dates and names	Juliette Bate

Introduction

Barrowford Primary School fully recognises the contribution it can make to protect children and support pupils in school.

All schools are expected to play their part in keeping children safe.

There are three main elements to our Safeguarding and Child Protection Policy.

a) Prevention

(eg Positive school atmosphere, teaching and pastoral support to pupils)

b) Protection

(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.)

c) Support

(To pupils and staff and to children who may have been abused.)

This policy applies to all staff and volunteers in school.

School Commitment

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering from abuse.

Our school will therefore:

- a)** Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.

- b) Ensure that children know that there are adults in school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE, which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse.
- d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Framework

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage; referring these concerns to the appropriate organisation; contributing to the assessment of a child's needs and where appropriate to take ongoing action to meet those needs. They are also well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Pan-Lancashire Safeguarding Children Board (LSCB).
www.lancashire.gov.uk/safeguardingchildrenboard/

The key pieces of legislation which underpin safeguarding in education are:-

Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' (May 2015) –
<http://panlancshirescb.proceduresonline.com/index.htm>

Keeping Children Safe in Education (KCSIE) (DfE 2016)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015);
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What To Do If You're Worried A Child Is Being Abused (DfE 2015)
<https://www.gov.uk/government/uploads/system/uploads/attachment>

Disqualification under the Childcare Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

- The Childcare Act 2006 – Disqualification Requirements

- The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements, September 2014 (section 3)

- The child's needs are paramount, and the needs and wishes of child, be they be a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children;
- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with colleagues (in school this would be the DSL/backup DSL) and local authority children's social care.
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solutions can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child against specific and outcomes. (Working Together to Safeguard Children 2015)

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities in school for the current year are listed on the cover sheet of this document.

The role of the Designated Senior Leader is to take lead responsibility for dealing with child protection issues, provide advice and support to the other staff, liaising with the local authority and working with other agencies. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

The role of the nominated governor for Child Protection is to champion child protection issues within the school, liaise with the head teacher about them and provide information and reports to the governing body.

The Governing Body should ensure that:

- The school has a Child Protection Policy and procedures in place that are in accordance with local authority guidance and locally agreed procedures and the policy is made available to parents on the school website.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from local authority and locally agreed procedures.

- A senior member of the school leadership team is designated to take lead responsibility for dealing with child protection issues, providing support and advice to other staff, liaising with the local authority and working with other agencies. The DSL need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post including committing resources to child protection matters and, where appropriate, directing other staff. A single DSL will be sufficient but a deputy should be available to act in the DSL's absence.
- In addition to basic child protection training, the DSL undertakes training in interagency working that is provided by, or to standards agreed by, the LCSB and refresher training at two yearly intervals to keep their knowledge and skills up-to-date.
- The head teacher and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up-to-date by refresher training every three years and that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- They remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention.
- A member of the governing body is nominated to be responsible for liaising with the local authority and/or partner agencies as appropriate in the event of allegations of abuse made against the head teacher.
- They review their policies and procedures annually and provide information to the local authority about them and how the above duties have been discharged.

Procedures

Where it is believed that a child is suffering from or is at risk of suffering from significant harm, we will follow the procedures set out in the document produced by LSCB (2011) and Document A1 in the CP information Pack – 'Handling Concerns About The Welfare or Safety of a Child in School'.

- The policy will be shared with all stakeholders in the school and monitored by the DSL
- Training for all staff will take place every 3 years to ensure they are aware of procedures for Child Protection and safeguarding.
- New and temporary staff will be given an induction that includes Child Protection and safeguarding information. All staff and volunteers will be subject to DBS clearance.
- The Child Protection Policy will be published on the school's website.

Training and Support

Our school will ensure that the DSL, deputy DSL and nominated governor for Child Protection attend training relevant for their role of intervals no longer than 2 years. The DSL and deputy DSL will also attend Multi Agency Child Protection training within this timescale.

All staff within school, whether in a paid or voluntary capacity and irrespective of their role, will receive basic Level 1 child protection training delivered by the DSL or Deputy DSL of intervals no longer than 3 years.

All staff within school have access to the following

Wellbeing route map for staff:-

- Induction programme for all staff
- Refresher training sessions
- Annual appraisal
- Peer group reflective supervision – held weekly/fortnightly/monthly
- Wellbeing meeting (by agreement with line manager)
- Person Centred Counselling – provider - Open Door
- Occupational Health Team
- Wellbeing support – Yoga provided weekly on site
- Supervision – Play therapist/School Social Worker/Nurture Leader.
- Non-contact time

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. All staff will be trained with regard to confidentiality and be given guidance/training to the effect that they must never guarantee confidentiality to a child.

Concerns about a child must be given verbally immediately and electronically or in writing (using a pen not pencil) on an 'Internal Notification Form'. It should be signed and dated

and emailed or given to the DSL/Deputy DSL as soon as possible (within 24 hours) after the disclosure or incident.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, including Children's Social Care, must always have regard to both common and statute law.

Normally personal information should only be disclosed to third parties, including other agencies, with the consent of the subject of that information. Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of each case and legal advice should be sought if in doubt.

Records and Monitoring

Well-kept records are essential to good child protection practice. The information system we use for recording is called 'CPOMS'. Our school is clear about the need to record any concerns about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

- The school has an 'Internal Notification Form' contained on 'CPOMS' to record concerning issues about the welfare or behaviour of a child. All staff has access to this computerised form.
- The form, once completed, automatically sends alerts and a copy of the form to the DSL, Deputy DSL's and SLT.
- Internal Notification Forms are saved securely within the child's record on 'CPOMS'.
- If a child transfers or leaves the school and/or the area, Child Protection records are copied and transferred securely to the appropriate DSL at the next establishment. Originals are kept in the original file or within 'CPOMS'. If the school does not know where the child has transferred to, appropriate action will be taken following the 'Children Missing in Education' procedure.

Supporting Pupils at Risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and there may be a need to activate a Strategy Plan.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- a) The curriculum - to encourage self esteem and self motivation.
- b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of a Relationship Management Policy.
- d) A consistent approach which recognises and separates the cause of the behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies who support the pupils and their families, in line with appropriate confidentiality parameters.
- f) A commitment to develop productive, supportive relationships with parents whenever possible and so long as it is in the child's best interests to do so.
- g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies within school. These are:

- Supporting pupils with Medical Needs
- Relationship Management
- Anti-Bullying
- Special Educational Needs and Disabilities
- Health & Safety
- E-safety
- Handling Allegations of Abuse Against Staff
- Care and Control Policy

We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support and protection.

Safer Schools, Safer Staff

- All staff have access to a copy of the document 'Keeping Children Safe in Education' (2015) via the Local Authority website.
- The school follows guidelines for safer recruitment of staff and all staff are subject to DBS clearance.
- All staff are aware of the Whistleblowing Policy, including if they have any concerns about the behaviour/conduct of the head teacher or other members of staff. Further information can be obtained at whistleblowing@ofsted.co.uk.

- NB If the allegation is against a member of staff/volunteer the head teacher is the senior officer who deals with this and liaises with the Local Authority. If the allegation is against the head teacher then the senior officer who deals with this is the Chair of Governors. In all instances, the senior officer has no role of investigation at the onset of the allegation and advice should be sought from the Safeguarding in Education Team (01772 532723) or LADO (01772 536694).

School Child Protection Procedures

What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the DSL or Deputy DSL in school. This should *always* occur as soon as possible and certainly within 24 hours.

The Designated Senior Leader is: **Helen Lewin**

The Deputy Designated Senior Leader's are:-

Rachel Tomlinson

Gill Cooper

Juliette Bate

Michelle Hartley

Laura Rostron

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their DSL/line manager will assist in determining the most appropriate course of action¹:

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the priority/level and immediacy of risk/need?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/undertaking a level 2/3 Common Assessment Framework, without referral to Children's Social Care (formerly Social Services) or other targeted services

- By working with the child, parents and colleagues
- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available to me: Child, Parents, Family and Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Safeguarding in Education Team 01772 532723)
- If I am not going to refer, then what action am I going to take? (eg time-limited monitoring plan, discussion with parents or other professionals, recording etc)

Feedback to Staff Who Report Concerns to the DSL

Rules of confidentiality dictate that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the DSL will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

Thresholds for Referral to Children's Social Care (CSC)

Where a DSL or line manager considers that a referral to CSC or interventions at a lower level may be required, there are 4 thresholds of interventions under the Lancashire Continuum of Need to consider:

Level 1 – Universal – thriving

Level 2 – Additional Support Needs – just coping

Level 3 – Complex Support Needs – struggling to cope

Level 4 – Intensive Needs – not coping

The link below enables you to access the documents to enable a referral to CSC and also the CAF/TAF forms as well as relevant guidance documents.

<http://www.lancashirechildrenstrust.org.uk/resources>

Level 2/3 is where a Common Assessment Framework may be considered to support a family if they are just coping or struggling to cope.

Level 4 is the threshold for referral to CSC and 2 categories within this need to be considered:-

Is this a Child In Need?

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- He is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- His health or development is likely to be impaired, or further impaired, without the provision of such services;
- He is disabled.

Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- is the subject of an Emergency Protection Order;
- is in Police Protection; or where they have
- reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A professional making a child protection referral under section 47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The DSL will make judgements around 'significant harm', levels of 'need' and when to refer.

Making Referrals to CSC (Guidance for the DSL)

Child In Need/Section 17 Referrals

The DSL should complete a Children's Social Care Referral Form and email this to cypreferrals@lancashire.gov.uk.

This is a request for assessment/support/services and, as such, you must obtain the consent of the parent(s) (and child/young person where appropriate), this should be identified on the form.

Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

Child Protection/Section 47 Referral

Make a telephone call to The Customer Services Centre 0300 1236720. You will speak to a Customer Care Officer (not a Social Worker) whose role is to receive your referral information, enter it onto the appropriate IT system and forward to the Team Manager for consideration:

You still need to complete a Children's Social Care Referral Form and should forward this as soon as possible, and certainly within 48 hours. Email to:- cypreferrals@lancashire.gov.uk

You do not require the consent of a parent or child/young person to make a child protection referral

A parent should, under most circumstances, be informed by the referrer that a child protection referral is to be made. The criteria for not informing parents are:

- Because this would increase the risk of significant harm to a child(ren); or
- Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
- Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.
- Because the referral is in respect of intra-familial sexual abuse, Fabricated or Induced Illness, forced Marriage/Honour Based Violence

Fear of jeopardising a hard won relationship with parents because of a need to refer is not sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral form and in any telephone contact with Children's Social Care.

CSC Responses to Referrals and Timescales

In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
 - Refer on to another agency who can provide services;
 - Convene a Strategy Meeting (within five working days);
 - Provide support services under Section 17;
 - Undertake a Single Assessment (completed within 35 working days);
 - Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- (see www.lancashire.gov.uk/safeguardingchildrenboard - click on contents and go to Chapter 3; Managing Individual Cases where there are Concerns about a Child's Safety and Welfare – Procedures)
- Accommodate the child under Section 20 (with parental consent);
 - Make an application to court for an appropriate Order;
 - Take no further action.

Feedback from Children's Social Care

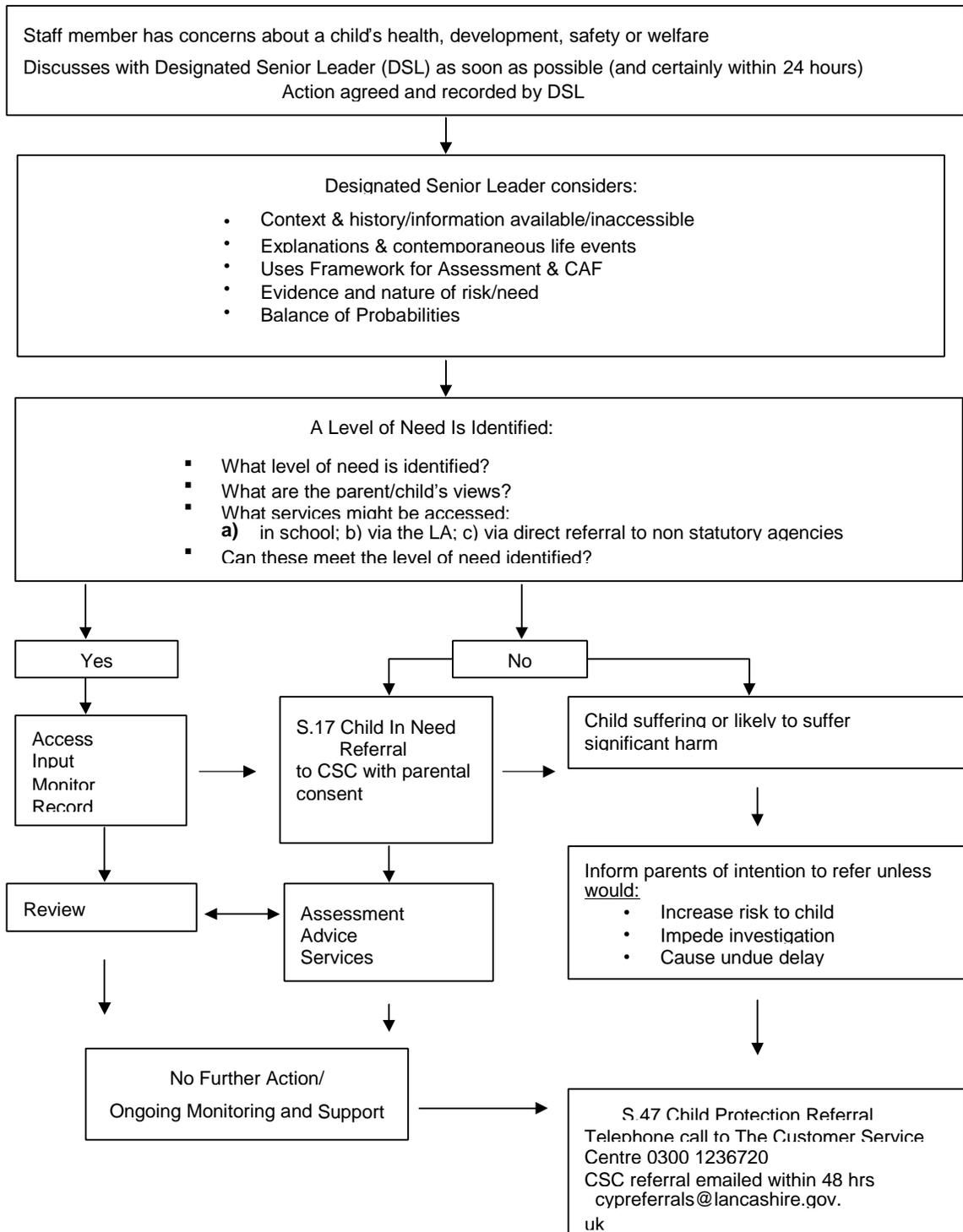
Upon receiving the referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within ONE working day. If the referrer has not received an acknowledgement within THREE working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a maximum of 7 working days.

Risk Assessment 'Checklist'

- Does/could the suspected harm meet the LSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?

- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



APPENDIX 2: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should NEVER

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Person).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

The LA's Child Protection Information Pack (2004) provides guidance on these issues insofar as children with disabilities/complex needs are concerned – See Document C4.

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder or emailed electronically;

- Be passed to the DSL, deputy DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have no investigative role in child protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of who, what, where and when;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?'
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Person /head teacher/line manager.

If you do need to ask questions, what is and isn't OK?

- Never asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- Never make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only 'minimal prompts' such as 'go on ... tell me more about that ... tell me everything that you remember about that ...' • Timescales are very important: 'When was the last time this happened?' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;

- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support you could access if faced with this kind of situation in school.

APPENDIX 3: Children's Social Care
Integrated Assessment and Support Teams

The Customer Service Centre	0300 1236720
email address for referrals	cypreferrals@lancashire.gov.uk
Emergency Duty Team (Out of Hours)	0300 1236721/2