



## **Safeguarding Procedure**

This procedure is available on our website and is available on request. All staff (including temporary staff and volunteers) are made aware of this document at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance Keeping Children Safe in Education DfE (2021)

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## 1. Purpose and Aims

The purpose of NSCG's safeguarding procedure is to ensure that we:

- **Are committed** – developing a robust culture of vigilance and challenge
- **Build resilience** – by raising awareness of safeguarding and child protection issues and equipping students with the language and skills to keep themselves safe;
- **Establish a safe environment** – in which students can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to;
- **Support vulnerable individuals** – supporting students who have been abused, have witnessed violence towards others or may be vulnerable to abuse; and
- **Prevent unsuitable people** – from working with young people and vulnerable adults by ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our students and to maintain an active vigilance thereafter in line with the safeguarding culture.

**Our aim** is to follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021 by knowing and understanding that:

- Safeguarding and promoting the welfare of young people and vulnerable adults (YP&VA) is **everyone's** responsibility, and the **voice of the child/YP** is evident.
- **Everyone** who comes into contact with YP&VA and their families has a role to play.
- **Everyone** should ensure that their approach is **student-centred** considering, at all times, what is in the **best interests of the individual**.
- By establishing a **safe environment**, we **enable** our students to learn and develop within an ethos of openness.
- **No single practitioner** can have the full picture of a YP&VA's needs and circumstances
- If YP&VA are to receive the **right help at the right time**, **everyone** who comes into contact with the student has a role to play in identifying concerns, sharing information and taking prompt action
- The importance of providing students with a **balanced curriculum** including themed tutorials. These include healthy relationship education, online safety, sexting, peer on peer abuse as well as County Lines, Contextualised issues and Child Criminal Exploitation.
- Undertaking the role to enable students at our college to have **best outcomes**.
- Ensuring that as a college we have awareness of our staff's knowledge and understanding as well as embedding safeguarding, through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our college practice.

At **NSCG** we strive to: -

- **Protect** students from maltreatment.
- **Prevent** impairment of our students mental and physical health or development.
- **Ensure** that our students grow up in circumstances consistent with the provisions of safe and effective care.

- **Take action** to enable **ALL** students to have the **best outcomes**.

**This policy provides guidance to all adults working within the college, whether paid or voluntary or directly employed by the college or a third party.**

- This procedure is available on our website and is available on request;
- It will be reviewed in full on an annual basis or sooner should legislation/guidance change;
- It sets out how the college's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of students at this college;
- It applies to all staff; paid and unpaid, working in the college including governors;
- It is provided to all staff (including temporary staff and volunteers) at induction, alongside our staff code of conduct. In addition, all staff are provided access to part one, Keeping Children Safe in Education 2021; and
- The college follows the Staffordshire Safeguarding Children's Board policies and procedures.

## **2. Ethos**

The welfare of all our students is of paramount importance and we make all efforts possible to capture the voice of the student and try to understand what their daily lived experienced is like. NSCG consider 'student' to be any learner undertaking a full-time, part-time or apprenticeship programme.

**We all have a statutory duty to safeguard and promote the welfare of young people and vulnerable adults and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.**

NSCG is committed to safeguarding students and promoting their welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect all students by reporting anything that might suggest there is abuse or neglect. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The college seeks to work in partnership with families and other agencies to improve the outcomes for anyone who is vulnerable or in need.

***'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals 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.'* (Keeping Children Safe in Education 2021)**

All staff are encouraged to report any concerns that they have and **not see these as insignificant**. On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over a period of time** and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial to pass on concerns** in accordance with this procedure to allow the Designated Safeguarding Lead to build up a picture and access support for the young person at the earliest opportunity. **See Appendix 1**

We maintain a professional attitude of **'it could happen here'** where safeguarding is concerned. When there are concerns about the welfare of a student, staff members will always act in their best interests. This procedure has been developed in-conjunction with our college culture of prevention, protection and support and will be linked with all our policies and procedures. NSCG will continue to maintain an ethos where young people feel secure, are encouraged to talk, are listened to and feel safe. Our students are encouraged to talk freely with any staff member if they are worried or concerned about something.

Students at NSCG are reassured that they have a voice, they are listened to and what they say is taken seriously. They know that they will be supported and kept safe. They are never given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Students at the college are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never be made to feel ashamed for making a report.

### 3. Key Principles

Students' needs and welfare are paramount at NSCG. All young people and vulnerable adults have a right to be protected from abuse and neglect and have their welfare safeguarded.

They should be **listened to** and their views and wishes should inform any assessment and provision for them. Staff should always act in the **interests of the young person** in order to protect them.

**NSCG recognises that scrutiny, challenge and supervision are key to safeguarding all students.**

- At NSCG we have a robust safeguarding training schedule for all staff, which is monitored by the DSL and the human resources dept. All staff receive Level 1 safeguarding training as required in KCSIE 2021 and also receive regular updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff. NSCG's weekly staff newsletter (Core Brief) will include updated safeguarding and child protection guidance and information as necessary.
- NSCG has **clear induction processes** for all staff, volunteers and governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresher basis for current staff. These documents include Part 1, KCSIE 2021; Code of Conduct; student positive behaviour policy, the role of the DSL and the safeguarding policy and procedure, as well as peer on peer abuse and child on child sexual violence and sexual harassment.
- **All** staff at NSCG will be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- **All** staff at will be aware that safeguarding incidents and /or behaviours can be associated with factors outside the college and /or can occur between individuals outside of these environments.
- **All** staff, but especially the Designated Safeguarding Lead/ Deputies at NSCG will consider whether YP&VA are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and individuals can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.
- The college is committed to working with other agencies to provide **early help** before they become at risk of harm or require a 'child in need' statutory assessment.

- **All staff should be aware of the local early help process and understand their role in it.** (KCSIE 2021). 'Early Help means providing support **as soon as a problem emerges**, at any point in a YP's life, from the foundation years through to the teenage years.' (WT 2018). This includes liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DfE 2018)
- **All staff should be aware of the process** for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2021)
- **All staff have equal responsibility to report their concerns about a YP or the behaviour of any adult without delay to the Designated Safeguarding Lead.** Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any staff member can refer their concerns to children's social care** directly in emergencies or if they feel they need to do so. (**Staffordshire Children's Advice & Support on 0800 1313126**)
- Everyone has responsibility to **escalate their concerns** and 'press for reconsideration' if they believe a YP's needs remain unmet or if the YP is failing to thrive and in need or if the YP is at risk of harm.
- The College understands its responsibility to **request a statutory assessment** lead by a social worker for any child/YP in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- The college will work in **partnership with other agencies** to promote the welfare of YP&VA and protect them from harm, including the need to share information to safeguard them.
- The college will **work with other agencies** to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Staffordshire Safeguarding Children's Board's procedures and provide them with information as required
- Staff, YP, and families will need support following child protection processes being followed.
- YP&VA have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.
- Safeguarding issues will be addressed through the curriculum and the tutorial process, for example consent, coercion, control, online safety (formally known as e-safety), sexting and bullying (including cyber bullying)
- Relevant issues will be addressed through all areas of the curriculum.
- All our policies, which support our ethos of safeguarding, will be interlinked with this Safeguarding Policy.

#### 4. **Legislation and Guidance:**

Schools and colleges **must have regard** for the DfE statutory guidance '**Keeping Children Safe in Education (DfE2021)**).

This procedure should be read alongside this statutory guidance

- **Statutory guidance Working Together to Safeguard Children**

- **departmental advice What to do if you are Worried a Child is being Abused- Advice for Practitioners and..**
- **departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges**

and all staff must read and understand **at least part 1 of ‘Keeping Children Safe in Education 2021’**

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child /young person is suffering, or is likely to suffer, **significant harm**, to enable them to decide whether they should take any action to safeguard and promote the child/young person’s welfare. There may be a need for immediate protection whilst the assessment is carried out. **(See Appendix 1)**

A **child in need** is defined under the Children Act 1989, as a child/young person who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child/young person who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) **to exercise their functions** with a view to safeguarding and promoting the welfare of children/young people who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In September 2018 the Department for Education published ‘Work-Based Learners and the Prevent Statutory Duty’. All assessors and work-based learning staff have had a copy of this document and NSCG have included this information within the documents that they provide to employees.

## **5. Roles and Responsibilities**

### **Designated and Deputy Safeguarding Leads**

**NSCG’s Designated Safeguarding Lead is:** Lesley Morrey – Director of Student Engagement and Partnerships

**NSCG Deputy Designated Safeguarding Lead is:** Denise Haney – Group Head of Student Services

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping Children Safe in Education 2021

### **Keeping Children Safe in Education 2021**

The DSL/DDSL will undergo appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every 2 years, in line with Staffordshire Safeguarding Children’s Board requirements.

In addition to the formal training, their knowledge and skills should be refreshed at regular intervals, at least annually through SCC DSL Briefings, meeting other DSL’s, emails and

reading statutory guidance. The training provides DSL/DDSL's with a good understanding of their role, the processes, procedures and responsibilities of other agencies, particularly children's social care.

The DSL continually develops an understanding of the community that NSCG serves, the risks and resilience. This is achieved through robust partnership working with agencies and local authorities.

DSL/Deputy DSL will refer cases of suspected abuse to the local authority children's social care as required. They will represent the college at child protection conferences and core group meetings. The DSL will be the expert within the college to support staff in liaising with other agencies, making assessments and referrals. Any staff member may be required to be part of strategy discussions with other inter-agency meetings and contribute to the assessment of the individual.

The DSL/Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2018. NPCC- 'When to call the police' will help designated safeguarding leads understand when they should consider calling the Police and what to expect when they do

[NPCC Guidance 'When to call the Police'](#).

The DSL/Deputy DSL will support staff who make referrals to Staffordshire Children's Advice and Support service.

The DSL/Deputy DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and also support staff who make referrals to the Channel programme.

The DSL/Deputy DSL will refer cases where a crime may have been committed to the Police as required.

The Principal will refer cases where a person is dismissed or left due to risk/harm to a YP to the Disclosure and Barring Service as required.

The DSL/Deputy DSL and the HR Department will maintain robust systems to monitor and record training of all staff and volunteers. Training is delivered in-line with SSCB training strategy and KCSIE 2021 recommendations. This will include bulletins, briefings and staff development day training as well as external events attended. Regular updates to be shared with staff.

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a student and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every young person will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

The DSL monitors the ProMonitor confidential comments system and other recording systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information is kept in-line with the General Data Protection Act.

DSL will share risks and resilience of student proportionately with staff members/volunteers on a "need to know and in the student's best interest" and this is recorded and monitored to ensure risks/progress of student is understood. The DSL will clearly state reasons for sharing this information and that this is carried out in strict confidentiality.

DSL ensures systems in place to induct new staff/governors are robust and monitored and non-compliance shared with Senior Management Team/Governance body. DSL to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

DSL ensures each member of staff has access to and understands the college's safeguarding and child protection policy and procedures, especially new and part time staff.

DSL understands and supports the college with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting students from the risk of radicalisation.

DSL will liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

DSL will ensure that social care are notified if a student with a child protection plan is absent for timetabled sessions without explanation.

DSL as required, will liaise with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).

DSL will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

The DSL or DDSL is available during college term time and non-term time to discuss any safeguarding concerns. We have cover arrangements in place to cover any out of hours/out of term activities.

The College at times may require further assistance from interpreters to support children/YP and families. These services will be accessed with support of the DSL.

## **6. Governing Body**

**The Governing Body and Principal are accountable for ensuring the effectiveness of this procedure and college compliance.**

The Governors have a named champion within Safeguarding, this is **Alan Aston**.

The Principal has appointed **Lesley Morrey** as the Designated Safeguarding Lead who is part of the Senior Management Team.

The Principal has identified **Denise Haney** as Deputy Designated Safeguarding Lead.

There are two duty safeguarding leads, one at each campus:

**Sarah Hicks** – Stafford College

**Jo Lawton** – Newcastle College

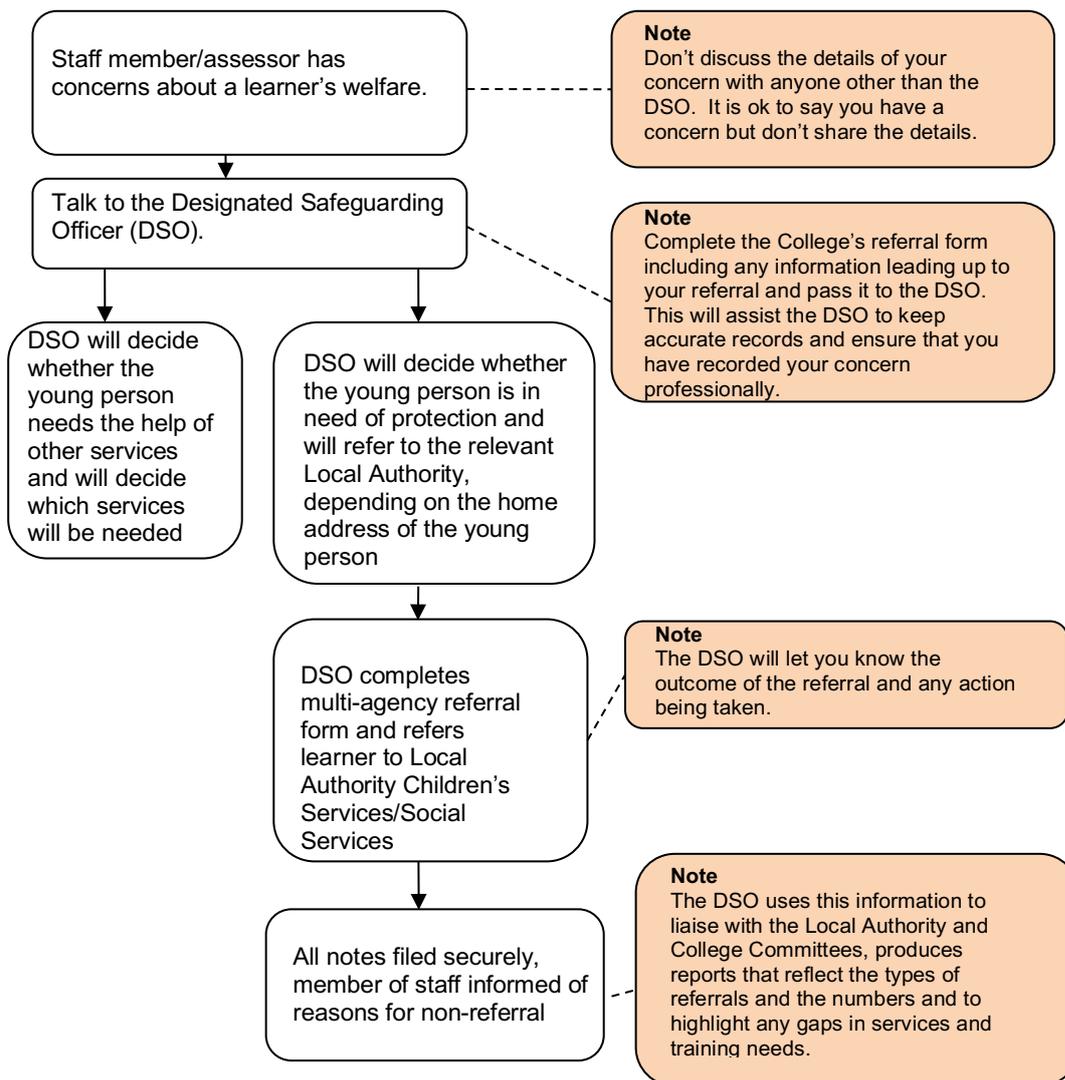
They are trained to the same safeguarding standard as the DSL (training compliant with the Local Safeguarding Children Board requirement). The DSL can delegate activities to Deputy Designated Safeguarding Lead yet the ultimate responsibility still remains with the DSL, the

lead responsibility should not be delegated. In the absence of the DSL or Deputy DSL, the duty safeguarding leads will take the lead on safeguarding with clear direction from the Senior Management Team.

#### Work-Based Learning

**Nicky Warburton** has been identified as the WBL Safeguarding link. Trained to Level 2 Safeguarding to support the promotion of NSCG Safeguarding policies and procedures with employers and to link with the DSL in relation to any safeguarding concerns.

## What to do at NSCG if you are worried a learner is in need of help or protection



**Designated Safeguarding Officers (DSO) can be contacted between the hours of 8:30 am and 5:00 pm:**

**Designated Safeguarding Lead – Lesley Morrey ext 407**  
**Deputy Designated Safeguarding Lead – Denise Haney ext 249 (N) /469 (S)**  
**Duty Safeguarding Lead (Stafford) Sarah Hicks ext 454**  
**Duty Safeguarding Lead (Newcastle) Jo Lawton ext 383**

**Safeguarding Team**  
**Liz Wyman (Group)**  
**David Bourne (Group)**  
**Katie Fenton (Stafford)**  
**Sarah Mitchell (Stafford)**  
**Paula Cooper (Newcastle)**  
**Jan Austin (Newcastle)**  
**Stacey Clowes (Newcastle)**  
**Nicky Warburton (WBL Officer – Group)**

**Or on the Safeguarding Mobile**

**07860927831 Stafford**  
**07919218684 Newcastle**

or by calling reception and asking for the Safeguarding team to be called on the radio.

**For concerns out of office hours whereby a young person is in danger call the relevant number depending on the young person's home postcode:**

Staffordshire Children's Advice and Support Services (Previously First Response)  
**0800 13 13 126**

or

MASH - Police **101**

or

Emergency Duty Service (out of hours)

**0345 604 2886**

For Stoke on Trent local authority referrals **01782 235100**

**For concerns about a young person who is in immediate danger call 999**

The Governing Body ensures that the DSL understands they have the responsibility in leading safeguarding and child protection across organisation.

The governing body ensures **Safer Recruitment Procedures**, that include the requirement for appropriate checks in line with national guidance, are followed.

There is a current whistle blowing policy that staff have access to. There is a culture evident at NSCG to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

Further guidance on [whistle blowing](#) can be found at this link. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding a safeguarding or child protection failure internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Designated Lead for Looked After and previously Looked After Children**

The designated Lead is: **Denise Haney**

NSCG works in partnership with the Virtual School to provide the most appropriate support as identified in the personal education plan.

### **7. Working with Parents/Carers/Employers**

At NSCG we are committed to working in partnership with parents, carers and employers to safeguard and promote the welfare of young people and vulnerable adults, and to support them to understand our statutory responsibilities in this area. The college follows legislation that aims to act in the best interests of the young person.

We are committed to working with parents, guardians, carers and employers positively, openly and honestly. We ensure that we treat them with respect, dignity and courtesy. We respect rights to privacy and confidentiality and will not share sensitive information unless we have permission or if it is necessary to do so in order to safeguard a young person or vulnerable adult from harm.

We will seek to share any concerns we may have about the student before making a referral, unless to do so may place the student at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the college has about a young person will not prevent the Designated Safeguarding Lead making a referral in those circumstances where it is appropriate to do so.

In order to keep young people safe and provide appropriate care for them, the college requires accurate and up to date information regarding:

- Full names and contact details of all persons with parental responsibility or next of kin; and
- Emergency contact details (if different from above).

### **8. Staffordshire Early Help**

**Any Child/YP** may benefit from Early Help, but college staff should be particularly alert to the potential need for early help for a child/YP who: -

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstances presenting challenges for the child/YP, such as drug or alcohol issues, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves

- Has returned home to their family from care
- Is a privately fostered child/YP

The Designated Safeguarding Lead will ensure staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment.

Every member of staff including volunteers working at the college are advised to maintain an attitude of **'professional curiosity and respectful uncertainty'** where safeguarding is concerned. When concerned about the welfare of a student, staff members should always act in the interests of the student and have a responsibility to take action as outlined in this policy.

The establishment EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Early Help Team. That referral will be made through Staffordshire Children's Advice and Support Team (0800 1313126) or to report a concern via email, [www.staffordshire.gov.uk/reportconcern](http://www.staffordshire.gov.uk/reportconcern)

The DSL may also consider seeking advice and guidance from [Staffordshire Education Safeguarding Advice Service](#) around thresholds and appropriate referrals.

**ESAS: - 01785 895836**

**Concerns about a young person or vulnerable adult should always lead to help for them. NSCG may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed**

## **9. What Happens After a Referral is Deemed Necessary to Escalate Beyond Early Help?**

### **Child in Need (Section 17)**

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, she will speak with parents/young person and obtain their consent for referral to the appropriate social care team to request an assessment. If parents refuse to give consent, but the young person's needs are not being met, the DSL will discuss the issues with the First Response Team. Appropriate staff will be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

### **Child Protection (Section 47)**

If the local authority have reasonable cause to suspect that a young person or vulnerable adult is suffering, or likely to suffer, significant harm they have a duty to make enquiries under Section 47 to enable them to decide whether they should take any action to safeguard and promote their welfare. This duty also applies if a young person is subject to an emergency protection order (under Section 44 of the Children Act 1989) or in police protective custody under Section 46 of the Children Act 1989.

Children's Services will convene a Child Protection Conference, once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the young person is judged to be at continuing risk of significant harm. A review conference will take place once a young person has been made the subject of a Child Protection Plan in order to monitor the safety of them and the required reduction in risk. Between conferences regular meetings of a core group will take place to monitor the progress of the child protection plan.

The DSL and sometimes other staff members may be asked to attend a child protection conference on behalf of the college in respect of individual children. In any event, the person attending will require to have as much relevant up-to-date information/case files about the young person as possible; any member of staff will be required to contribute to this process. The person attending must contribute a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

Clearly child protection conferences can be upsetting for parents/guardians. We recognise that we are likely to have more contact with parents/guardians than other professionals involved. We will work in an open and honest way with any parent/guardian following a referral. Our responsibility is to promote the protection and welfare of all young people and our aim is to achieve this in partnership with parents and guardians.

## **10. Escalation Procedure**

Staffordshire Safeguarding Children's Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

Where members of staff from any agency feel concerns regarding a young person or vulnerable adult are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the college DSL.

Guidance on the [escalation procedure](#) can be found at this link.

## **11. A Safer School Culture**

### Safer Recruitment and Selection

The College pays full regard to 'Keeping Children Safe in Education Sept 2021'. Safer Recruitment practice includes scrutinising applicants, verifying identity, 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. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

Cross-college managers have undertaken appropriate training in Safer Recruitment. The recruitment panel for any post will involve one of these trained individuals.

### Induction

All staff are aware of systems within the college which support safeguarding and these are to be explained to them as part of staff induction. This should include:

- The safeguarding policy and procedure;
- The positive behaviour policy;

- Peer on peer Sexual Violence and Sexual Harassment Policy
- The staff code of conduct;
- The Safer Working Practices document;
- The role of the DSL (including the identity of the DSL and any deputies); and
- Part One, KCSIE 2021.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children and young people. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

### Staff Support

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

### Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children and young people. NSCG have a Positive Behaviour Policy where this is described in more detail.

Departmental advice for schools and colleges is available [here](#)

## **12. Keeping Children Safe in Education (2021) Specific Safeguarding Issues:**

All staff at NSCG have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put children and young people in danger. All staff are aware of the Designated Safeguarding Lead, who is the expert within our college and is there to support staff, volunteers and Governance body further.

- Abuse
- Behaviours linked to safeguarding issues
- Children and the courts system
- Children with family members in prison
- Children missing from education
- Child missing from home or care
- Child Criminal Exploitation (CCE)
- Child sexual exploitation (CSE)
- County Lines
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence

- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Missing children and adult's strategy
- Online safety
- Peer on peer abuse/child on child abuse
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Sexual violence and sexual harassment
- Sexting-**Sharing of nude/semi nude images**
- Trafficking
- Upskirting

### 13. Peer on Peer Abuse/Child on child abuse

All NSCG staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting; upskirting and initiating/hazing type violence and rituals. Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff should **be vigilant** to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by young people should **never be passed off** as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm will be supported by Student Services and referred to specialist agencies if appropriate.

NSCG has an anti-bullying and positive behaviour policy, along with a Student Code of Practice.

### 14. Bullying Including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- Physical (e.g. hitting, kicking, theft);
- Verbal (e.g. racist or homophobic remarks, threats, name-calling);
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group); and
- Cyberbullying (including sexting).

Guidance on bullying can be [found here](#)

## **15. Children/Young People Missing Education**

All professionals working with children and young people, as well as the wider community can help by remaining vigilant to children's safety. The law states every child/young person should be receiving an education, and we stand a better chance of ensuring their safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

A child/young person going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

NSCG will hold emergency contact numbers for each student and we will inform the Local Authority when a student has been permanently excluded.

## **16. Missing from Home or Care**

There are strong links between children and young people involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some are particularly vulnerable, for example, children/young people with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children/young people who go missing are not in care and go missing from their family home. However, those who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have ran away at some point.

Guidance documents

- [Children who run away or go missing from home or care](#)

## **17. Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation:-Definition and Guidance, Feb 2017. Gov.uk).

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- Can still be abuse even if the sexual activity appears consensual;

- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Unexplained gifts or new possessions;
- Association with other young people involved in exploitation;
- Older boyfriends or girlfriends;
- Suffering from sexually transmitted infections or becoming pregnant;
- Changes in emotional well-being;
- Misuse of drugs and alcohol;
- Going missing for periods of time or regularly coming home late; and
- Regularly missing school or education or do not taking part in education

## 18. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children/Young people and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Young people can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes.

They are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. CYP can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered. Further information can be found here [National Referral Mechanism](#).

If a child/young person is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation: -

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females, and young people or adults and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Guidance Document:

- [Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

## 19. Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child/YP may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people, can also occur within their personal relationships, as well as in the context of their home life. We will signpost and support our children/ young people.

Guidance Documents:

- [Domestic Violence and Abuse](#)
- [Domestic Abuse-Staffschb](#)
- [NSPCC-Domestic Abuse](#)

NSCG are partners in Operation Encompass – we receive notification if a student has been in a household where domestic violence has taken place. This student is monitored from a distance by personal tutor and student welfare officers and any changes in behaviour, or attendance would be discussed with the student and required support provided.

## 20. Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Guidance Documents:

- [NSPCC-Parental Substance Misuse](#)
- [SSCB-Working with parents who misuse substances](#)
- [Drugs Advise for Schools](#)

## 21. Fabricated or Induced Illness (FII)

Fabricated or Induced Illness is a condition whereby a child/young person suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.

There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about an individual's health should be discussed with a health professional who is involved with the child/young person.

Guidance Documents:

- [Safeguarding children in whom illness is fabricated or induced](#)
- [Staffsscb-Fabricated or induced Illness Guidance](#)

## 22. Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to male circumcision and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

Guidance Documents: -

- [Multi Agency Statutory guidance on Female Genital Mutilation](#)
- [Female Genital Mutilation Act 2003](#)

## 23. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one, entered, **without** the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. The threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived culture practices, to coerce a person into

marriage. Schools and colleges play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family, or members of their community, could put the young person in a situation of significant risk.

Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Guidance Document:

- [Forced Marriage](#)

## 24. Mental Health and Wellbeing

**All** staff have an incredibly important role to play in supporting the mental health and wellbeing of our students and **are** aware that mental health problems can, in some cases, be an indicator that a child/YP has suffered or is at risk of suffering abuse, neglect or exploitation.

We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The DSL and the DDSL take the lead role in mental health at NSCG. NSCG have Mental Health Champions attached to each curriculum area to raise the profile of mental wellbeing across the organisation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to **observe** day-to-day and identify those students whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Referrals will be made to external agencies as required.

Where children/YP have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these experiences, can impact on their mental health, behaviour, and education.

Guidance and helpful documents: -

- [Addressing Trauma and Adversity](#)
- [Mental Health and Behaviour in Schools Guidance.](#)
- [Preventing and tackling bullying](#)
- [PHE Rise Above for Schools programme.](#)
- [Every Interaction Matters](#)
- [Education recovery](#)
- [MIND-Parenting Capacity and Mental Health](#)
- [NSPCC-Mental Health and Parenting](#)
- [SSCB-Children & Young People who Self Harm or Disclose an Intent to Die by Suicide](#)
- Staffordshire County Council Resource Bank (sent out at least annually)

If NSCG staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken, by speaking to the designated safeguarding lead or a deputy. NSCG have a “Fitness to Study” policy – which is a supportive policy to provide appropriate levels of supports as required.

## Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sexual predation, and technology often provides the platform that facilitates harm.

At NSCG we realise that it is essential for our students to be safeguarded from potentially harmful and inappropriate online material. We have an effective college approach to online safety which empowers us to protect and educate students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. Each year we plan a themed tutorial on E-Safety which is delivered to all students attending a study programme and work based learning students receive instruction via their regular reviews. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have a firewall in place, which is monitored, regulated, and risk assessed as part of the prevent duty.

Education at home/Remote learning: - Where students are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education.

Guidance Documents:

- [Children’s Commissioner-Online Safety](#)
- [Teaching online safety in education settings](#)
- [Appropriate Filtering and Monitoring](#)
- [CEOP-Safety Centre](#)

- [National Cyber Security Centre](#)
- [NSPCC-Undertaking remote teaching safely](#)
- [PHSE-Advice on addressing coronavirus \(COVID-19\)](#)
- [360 Degree Safe - Online Safety Review Tool](#)
- [UKCCIS-UK Council for Child Internet Safety](#)

## 25. Peer on peer abuse (including Child on Child Sexual Violence and Sexual Harassment)

**All** staff at NSCG have the knowledge and awareness that children and young people can and sometimes do abuse other children and young people (often referred to as peer on peer abuse).

Peer on peer abuse including sexual violence and sexual harassment can occur between two children/young people of **any** age and sex. It can occur with a single child or group of children/YP. This can happen both inside and outside of our setting including online. Individuals who are victims of peer on peer abuse including sexual violence and sexual harassment will find the experience stressful and distressing. This is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

**All** staff at NSCG recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports of it. This topic is included in the mandatory safeguarding training programme. They understand the importance of the **timely** challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature. They are aware of the importance of: -

- Making clear that peer on peer abuse including sexual violence and sexual harassment is not acceptable and that that we have a zero-tolerance approach.
- Not dismissing peer on per abuse (incl sexual violence or sexual harassment) as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

**All** staff know that if we do not challenge and support our students that this will lead to a **culture** of unacceptable behaviours, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to students accepting it as normal and not coming forward to report it.

At NSCG we strive for a culture where students feel safe to speak to staff about their experiences. We know that the initial response to a report from a young person is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously. All staff have received training on sexual harassment and sexual violence, which provided staff with awareness around the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk.

An action plan (appendix to the Contextualised Safeguarding and Prevent Risk Assessment and Acton Plan) has been devised to monitor NSCG's approach in line with Ofsted's 7 recommendations for Colleges.

Victims of peer on peer abuse will be supported by the college's Student Services dept. and referred to specialist agencies if appropriate.

**All** staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff at NSCG have any concerns regarding peer on peer abuse, they speak to the Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children/young people still need to know it is illegal- whilst non-consensual is illegal and abusive.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**All staff are** clear as to the college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a student may be at risk from it.

If staff have a concern about a student or a student makes a report to them, they will follow the safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy). All staff are made aware of how to refer a student within the college's safeguarding process.

The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Guidance Documents:

- [Staffsccb-Responding to Sexting Guidance](#)
- [Disrespect NoBody](#)
- [CEOP-Safety centre](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)
- [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Searching, screening and confiscation \(publishing.service.gov.uk\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

## 26. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a YP under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Individuals who need alternative care because of parental illness.
- Individuals whose parents cannot care for them because their work or study involves long or antisocial hours.
- Individuals sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Individuals staying with families while attending a school away from their home area.

Our staff at NSCG will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Staffordshire Children's Social Care of a private fostering arrangement by contacting (0800 1313126), who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Document:

- [Children Act 1989 – Private Fostering](#)

## 27. Preventing Radicalisation

Children/YP are vulnerable to extremist ideology and radicalisation. Similar to protecting them from other forms of harms and abuse, protecting children/YP from this risk should be a part of a NSCG's safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

At NSCG we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Students and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

There is no single way of identifying whether an individual is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a the vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. NSCG is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting them from the risk of radicalisation is part of the college's safeguarding duty. The college's designated safeguarding lead (and deputy) are aware of local procedures for making a Prevent referral.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 2**

## **28. Prevent Duty and Channel**

### **Prevent**

The DSL at NSCG is also the Prevent Lead and will assess the level of risk within the college and put actions in place to reduce and monitor that risk.

All schools and colleges are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our colleges wider safeguarding obligations.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools and colleges (and covers childcare). We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our College has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism:

The SPOC for NSCG is Lesley Morrey

The college monitors online activity to ensure that inappropriate sites are not accessed by students or staff. This is done using specialist online monitoring software, which in this college is called **Fortinet – Fortigate 600D**

## 29. Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Guidance Documents:

- [The Prevent Duty.](#)
- [Educate Against Hate](#)
- [ACT Early | Prevent radicalisation](#)

## 30. Serious Violence

All staff should be aware of the indicators, which may signal children/YP are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that individuals have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from college, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Guidance documents:

- [Home Office Preventing Youth Violence and Gang Involvement](#)
- [Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

### 31. Educational Visitors to Colleges

The college will undertake a risk assessment and use their professional judgement and experience when deciding whether to engage any volunteer. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers;
- Whether the individual/company has other employment or undertakes voluntary activities where references can be obtained and suitability recorded;
- Whether the role is eligible for an enhanced DBS check;
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2021; and
- We have clear visitor’s procedure that enables us to offer student experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the college.

### 32. Managing Allegations against Staff and Volunteers

NSCG ensures there are procedures in place to manage allegations of abuse against staff members or employers in work-based learning settings.

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for all students at **NSCG**. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

We will take all possible steps to safeguard our students and to ensure that the adults in our college are safe to work with children. We will always ensure that the procedures outlined in *20 Staffordshire Safeguarding Children’s Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of ‘*Keeping Children Safe in Education*’, DfE (2021) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). **The LADO can be contacted on 0800 1313126**

If an allegation is made or information is received about an adult who works at NSCG or an employer involved in work-based learning, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. Should an allegation be made against the Principal, this will be reported to the Chair of the Governing Body. In the event that neither the Principal nor Chair of Governing Body is contactable on that day, the information must be passed to and dealt with by either a member of the Senior Management Team or the Vice Chair of Governors.

The Principal or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact **the LADO directly on 0800 1313126**.

General guidance on [whistle blowing](#) can be found at this link

The NSPCC [whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

The College has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child/young person, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our college, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

### 33. Vulnerable Young People

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate responses are in place for children/YP who are **absent from college** or **who go missing from education**.

We also recognise that safeguarding against **radicalisation and extremism** is no different to safeguarding against any other vulnerability in today's society. Our staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as **travelling to conflict zones, FGM and forced marriage**.

As a college we are aware of the potential for children with SEN-D to have **additional barriers when it comes to safeguarding**, NSCG recognises that this group can be more vulnerable to abuse and neglect. Disabled children/young people may be **especially vulnerable to abuse**, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it **difficult to tell** others what is happening.

Heightened vulnerability linked to:

- Communications skills;
- Maturity (Lower cognitive ability);
- Perceptions of intent from others;
- Lower self-esteem/confidence;
- Potential to trust unreservedly ;
- A need to have “friends” or find a partner;
- Differing boundaries; and
- Online safety – digital technology understanding.

A **combination** of these factors can make them more susceptible to risks.

Young people develop and mature at different rates. Parental behaviours may also indicate abuse or neglect, so you should also be alert to parent/young person interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By **understanding the warning signs**, you can respond to problems as early as possible and provide the right support and services for the young person and their family.

Children and young people say they need:

- **Vigilance:** to have adults notice when things are troubling them;
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon;
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them;
- **Respect:** to be treated with the expectation that they are competent, rather than not;
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans;
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative;
- **Support:** to be provided with support in their own right as well as a member of their family; and
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

Guidance Document:

- [Promoting the Welfare of Children in Specific Circumstances](#) – Section 4S

### **34. Looked After Children:**

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the school/college where they are enrolled.

Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools/colleges and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments

**Name of LAC designated member of staff: - Denise Haney**

They play a crucial role leading the responsibility for helping college staff understand how things affect how looked after children learn and achieve.

They will:

- Promote a culture of high expectations and aspirations for how looked after children learn;
- Make sure the young person has a voice in setting learning targets;
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning;
- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home; and
- Have the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the college.

NSCG have signed the [West Midlands Post 16 Young People in Care and Care Leavers Learner Support Partnership Agreement](#)

Guidance Document:

- [Designated Teacher for Looked After Children](#)

### 35. Communication – Confidentiality/Information Sharing

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018). NSCG works closely with Stoke on Trent & Staffordshire Children's Social Care and, where appropriate from a placing local authority.

As a college we recognise the importance of information sharing between professionals and local agencies. We follow [best practice guidance](#).

The General Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a college we **adhere to data protection** yet we **do not allow this to stand in our way** in the need to promote the welfare and protect the safety of the young people in our care.

### 36. Managing Complaints

As a college we encourage young people and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

The compliment, comment or complaint policy states clearly the stages of complaints and where to escalate concerns. Our complaints policy is on our college website.

**Safeguarding concerns should be raised with the college immediately.** If a concern or a child is **at immediate risk then the individual needs to contact (0800 1313126)**. All visitors are given a safeguarding leaflet which outlines how to share concerns and also code of conduct expected by visitors/contractors.

### 37. Site Security

NSCG provides a secure site which is controlled by precise management directives including security officers covering the colleges hours of business. The site is only as secure as the people who use it. All people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore;

- Visitors gain access through the main entrances;
- Visitors, volunteers, staff and students must only enter through the main entrances wearing the correct ID and lanyard. Visitors are issued with an orange lanyard and visitor's pass. NSCG has a clear system of ensuring visitors are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitors pass will be challenged by any staff member and this will be reported to the DSL;
- Health and safety audit to be completed annually with risk assessment and will form part of Governors annual report. This will include a fire evacuation and invacuation/lockdown Prevent risk assessment;
- Risk management of site security is managed by senior management; and
- Health and safety checklists are carried out regularly in relation to work-based learning employer premises.

## Appendix 1

### Definitions and Indicators of Abuse

#### 1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

#### 2. Physical Abuse

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;

- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### **3. Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### **4. Exploitation**

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Staffordshire Childrens Social Care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

#### **5. Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **6. Responses from Parents/Carers**

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

## **7. Disabled Children**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child’s means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child’s finances; or
- Inappropriate invasive procedures.

## Appendix 2

### Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
  - The demonstration of unacceptable behaviour by using any means or medium to express views which:
    - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
    - Seek to provoke others to terrorist acts;
    - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
    - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that college staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and

- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Family members convicted of a terrorism act or subject to a Channel intervention;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations;
  - Significant changes to appearance and/or behaviour; and
  - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## SPOC Contacts

Prevent Leads	Contact Name	Email Address
Cannock	Kerry Wright	<a href="mailto:KerryWright@cannockchasedc.gov.uk">KerryWright@cannockchasedc.gov.uk</a>
	Karla Vowles	<a href="mailto:KarlaVowles@cannockchasedc.gov.uk">KarlaVowles@cannockchasedc.gov.uk</a>
East Staffs	Mike Hovers	<a href="mailto:Michael.hovers@eaststaffsbc.gov.uk">Michael.hovers@eaststaffsbc.gov.uk</a>
	Sal Khan	<a href="mailto:sal.khan@eaststaffsbc.gov.uk">sal.khan@eaststaffsbc.gov.uk</a>
Lichfield	Susan Bamford	<a href="mailto:Susan.Bamford@lichfielddc.gov.uk">Susan.Bamford@lichfielddc.gov.uk</a>
Newcastle	Sarah Moore	<a href="mailto:Sarah.moore@newcastle-staffs.gov.uk">Sarah.moore@newcastle-staffs.gov.uk</a>
South Staffs	Helen Marshall	<a href="mailto:H.Marshall@sstaffs.gov.uk">H.Marshall@sstaffs.gov.uk</a>
Stafford	Victoria Cooper	<a href="mailto:vcooper@staffordbc.gov.uk">vcooper@staffordbc.gov.uk</a>
Staffs Moorlands	David Smith	<a href="mailto:david.smith@staffsmoorlands.gov.uk">david.smith@staffsmoorlands.gov.uk</a>
Tamworth	Joanne Sands	<a href="mailto:joanne-sands@tamworth.gov.uk">joanne-sands@tamworth.gov.uk</a>
Staffordshire County Council (Safer Communities)	Fiona Chapman	<a href="mailto:fiona.chapman@staffordshire.gov.uk">fiona.chapman@staffordshire.gov.uk</a>
Staffordshire Police Prevent Team	Sgt. Calum Forsyth	<a href="mailto:prevent@staffordshire.pnn.police.uk">prevent@staffordshire.pnn.police.uk</a>

### Role of the Staffordshire LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases. Staffordshire LADO may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation, and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together.

Staffordshire LADO will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS. |

The SSCB inter-agency procedures for managing [Section 4A - Managing Allegations of Abuse Against a Person who works with Children & the Role of the LADO](#) (146 KB) is based on the framework for dealing with allegations made against an adult who works with children, detailed in **Working Together 2018** and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. [Guidance for Safer Working Practice for Adults who work with Children](#) is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

*Who to refer concerns to:*

All reports of concern or allegation to the Staffordshire LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

- Has or may have harmed a child
- May have committed a criminal offence related to a child and / or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

**Step 1:** If your workplace has a Designated Senior Manager who deals with allegations contact them. They must contact the First Response Team within 24 hours of any situation arising at **0800 1313 126**

If your workplace does not have a Designated Senior Manager or if the concern is in relation to them please contact the First Response Team directly within 24 hours of any situation arising at **0800 1313 126**

**Step 2:** The First Response Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities. If your concern or allegation is urgent and outside of office hours telephone: 0845 6042 886 (the Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

## Further advice on Safeguarding matters can also be obtained from:

### Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service  
01785 895836 e-mail: [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: Staffordshire Childrens Advice and Support team within the Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126 or using the online referral [Report a concern online](#)
- Emergency Duty Services (out of hours safeguarding concerns) 0345 604 2886 or email [eds.team.manager@staffordshire.gov.uk](mailto:eds.team.manager@staffordshire.gov.uk)
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Chat and Advice Service (CHAD) 01782 235100  
Emergency Duty Team: 01782 234234 (outside office hours, weekends, and bank holidays) Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police coordinator: Mark Hardern Tel: 07539 3636299 Email: [mark.hardern@staffordshire.pnn.police.uk](mailto:mark.hardern@staffordshire.pnn.police.uk)
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

### NSPCC

- Harmful Sexual Behaviour project: **0844 892 0273**
- [Keeping children safe online-online safety/sexting/sending nudes](#)

### Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Fostering Service (Staffordshire) 0800 169 2061 email [fostering&adoptionbus@staffordshire.gov.uk](mailto:fostering&adoptionbus@staffordshire.gov.uk)  
Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board [StaffsSCB](#)
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555  
Email: [fostering@stoke.gov.uk](mailto:fostering@stoke.gov.uk)
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email [fish@stoke.gov.uk](mailto:fish@stoke.gov.uk)

### National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) [CEOP Safety Centre](#)
- Professionals Online Safety Helpline – 0844 381 4772 [Safer Internet Helpline](#)
- Internet Watch Foundation (IWF) – [Internet Watch Foundation](#)
- Safer Internet Centre – [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
- Childline – 0800 1111 [Childline](#)
- Ofsted – General enquiries: 0300 123 1231  
About Schools: 0300 123 4234  
Concerns: 0300 123 4666  
e-mail: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) [www.educateagainsthate.com](http://www.educateagainsthate.com)
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

#### **Useful websites**

- Staffordshire Safeguarding Children Board [StaffsSCB](#)
- Child Exploitation and Online Protection Centre (CEOP) – [Ceop-Police](#) & [knowaboutcse](#)
- NSPCC – 24-hour Child Protection Helpline 0808 800 5000  
[NSPCC](#)
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. [Unicef](#)