Safeguarding Procedure September 2024

This document is available on our college website. It is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct and the Guidance for Safer Working Practice for Education Settings Feb 22.
In addition, all staff are provided with Part One of the statutory guidance.

Keeping Children Safe in Education 2024

This document is approved subject to ratification by the Governing Body. This policy was last reviewed and agreed by the Safeguarding Governor in September 24. It is due for review **Sept 25**

Publication date: Sept 24 **Renewal Date: Sept 25**

Glossary

CYPVA – Children, Young People and Vulnerable Adults
CYP – Children and Young People

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Key Safeguarding Contacts

Role in College	Name	Level of Safeguarding training
Principal	Craig Hodgson	Level 1
Designated Safeguarding Lead (DSL)	Denise Haney Ext 249/469	Level 4
Deputy Designated Safeguarding Lead Stafford Campus (DDSL)	Sarah Hicks Ext 454	Level 4
Deputy Designated Safeguarding Lead Newcastle Campus (DDSL)	Jo Lawton Ext 383	Level 4
Nominated Governor for Safeguarding This nominated Safeguarding Governor (who is not be a member of college staff) has an important role working alongside the DSL to evaluate the effectiveness of the College's safeguarding arrangements and to report back on these to the full Governing Body.	Alan Aston	Level 2
Chair of Governors	Simon Leech	Level 1
Designated person for Looked After Children	Denise Haney	Level 4
Mental Health Lead	Denise Haney	Level 4
Prevent Lead	Denise Haney	Level 4

Important to note: a student up to the age of their 18th Birthday is classed as a child

1. Purpose and aims

The purpose of our Safeguarding policy at NSCG is to ensure that we:

- **Are committed** to developing a robust safeguarding culture of vigilance and challenge.
- **Build resilience** by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.
- **Establish a safe environment** in which children, young people (CYP) can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.
- **Support vulnerable students** who have been abused, have witnessed violence towards others or may be vulnerable to abuse.
- **Prevent unsuitable people** from working with CYP by ensuring we practise safe recruitment in checking the suitability of **all** staff, supply staff and volunteers to work with our students and maintain an active, ongoing vigilance 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 2024 by **knowing** and **understanding** that:

- Safeguarding and promoting the welfare of CYP is **everyone's** responsibility and the **voice of the child** is evident.
- **Everyone** who comes into contact with CYP and their families has a role to play.
- **Everyone** should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests** of the child.
- By establishing a safe environment, we enable our CYP to learn and develop within an ethos of openness.
- **No single practitioner** can have the full picture of a student's needs and circumstances.
- If individuals and families are to receive the **right help at the right time**, **everyone** who comes into contact with a student and their families has a role to play in identifying concerns, sharing information and taking prompt action.

- The importance of providing children with a balanced curriculum including PHSE, healthy relationship education, online safety, sexting, child-on-child abuse as well as 'abuse outside the home' (County Lines, Child Criminal Exploitation incl Child Sexual Exploitation and other contextualised safeguarding issues). Also supporting this with online activities, enabling children to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Undertaking the role to enable children and young people at our college to have **best outcomes**.
- Ensuring that 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 practice.

At **NSCG** we strive to:

- Provide help and support to meet the needs of children as soon as problems emerge
- **Protect** children from maltreatment, inside or outside the home, including online.
- **Prevent** impairment of our student's 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 and should be read in conjunction with the documents Keeping Children Safe in Education 2024 and Working Together to Safeguard Children 2018.

- This policy is available on our website. We inform parents/carers about this policy when students join our college at open events and vis written communication.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this college. Our policy applies to **all** staff; paid and unpaid, working in the college, including Governors.
- The policy is provided to **all** staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct policy and Guidance for Safer Working Practice for Education Settings Feb 22.

- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 or Annex A (condensed version of Part 1) of the KCSiE 2024 guidance.

- All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2024.
- The college follows the Staffordshire Safeguarding Children's Board policies and procedures. StaffsSCB

2. Our ethos and culture at NSCG

At NSCG, our students' welfare is of paramount importance to us, and we are a student centred college. Our students are reassured that they have a voice, will be listened to and what they say will be taken seriously. There are multiple ways in which students can have their say here at NSCG:

- Student Surveys
- Student Board/Student representative system
- Student Union representation at Full Governing Body
- Student Views – Questionnaire
- Annual Student Conference
- One to one tutorial system

They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.

Students are encouraged to talk freely with staff and the Students Services department if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of students to enable us to have a clear understanding of their daily lived experiences.

We are aware that CYP (Children and Young People) may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers.

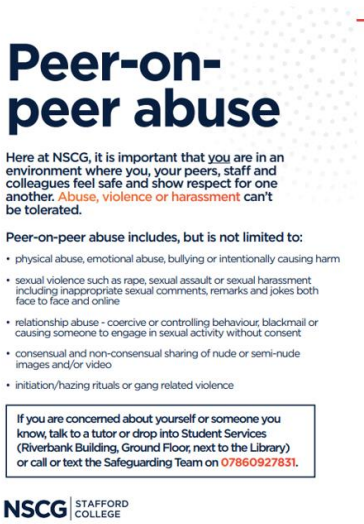
This does not prevent ALL staff from having professional curiosity and speaking to the DSL if they have concerns about a student and our staff determine how best to build trusted relationships with students which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of CYP and we maintain a professional attitude of ***'it could happen here'*** where safeguarding is concerned. We expect **ALL** staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to **act without delay** to protect CYPVA by reporting anything that might suggest an individual is being abused or neglected or exploited. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for CYPVA's who are vulnerable or in need.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter', 'having a laugh' or 'part of growing up'.

NSCG Campaign



All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect.

We know that it is crucial that our staff pass on any concerns in a timely manner and in accordance with this policy, to allow the DSL/DDSL to build up a picture and access support at the earliest opportunity.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use. We are very aware that using the term child, even for our under 18yr old students is not appropriate in a post 16 setting. Sometimes reference is made to a CYPVA who has been subjected to abuse as a victim. However, not all individuals will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that individuals are most comfortable with.

In guidance we will also at times use the term 'alleged perpetrator' and where appropriate 'perpetrator' and we know that these are widely used terms. However, we know that in some cases the abusive behaviour will have been harmful to the perpetrator as well and again we will be mindful of appropriate language and will decide appropriateness on a case-by-case basis.

We work closely with safeguarding partners and share the same goals, learn with and from each other, have what we need to help families, acknowledge and appreciate difference as well as challenging each other.

We acknowledge the four principles that as professionals we should follow when working with parents and carers:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationships
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them.

3. Legislation, guidance and links to other college policies

This policy has been devised with due regard for the statutory guidance from the DfE Keeping Children Safe in Education 2024 (KCSiE) and this document is read alongside:

- Working Together to Safeguard Children 2018
- Staffordshire Safeguarding Children Board Procedures
- What to do if you are Worried a Child is being Abused-Advice for Practitioners

- Guidance for Safer Working Practices for those working with Children and young people in educational settings
- Whistleblowing Policy
- Staff Code of Conduct

(You will find all policies and procedures on the first page of the NSCG staff portal page.

4. The role of all staff in keeping children safe

All staff have read and have a good understanding of **at least part 1** of Keeping Children Safe in Education 2024 and are aware of the safeguarding link to other policies relating to their daily practice.

At NSCG we take our role in the filtering and monitoring of IT systems very seriously. The DSL works with the Computer Services Manager to ensure the following:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of our provision
- overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

All staff receive appropriate safeguarding training (including online safety) at induction and this training is then updated on a three year rolling refresher programme, with regular updates via the weekly "Core Brief" to continue to provide our staff with relevant skills and knowledge to safeguard students effectively.

All staff know who the DSL/DDSL(s) are, and know that as well as being the expert in this field, they are there to support staff, volunteers, and Governing body. This information is included in the NSCG safeguarding training and staff are reminded via the Core Brief.

All staff are aware of their responsibility to provide a safe environment in which students can learn.

All staff are aware of indicators of abuse and neglect and understand that students can be at risk of harm inside and outside of the college, inside and outside of home and online. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse and neglect to identify cases of individuals who may be in need of our help or protection. They are 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, but especially the DSL/DDSL(s) consider whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and CYPVA can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that CYPVA are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. CYPVA can also abuse other CYPVA online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff know what to do if a student tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children's social care. Staff never promise a student that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the student.

All staff know how to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All safeguarding staff are aware of the early help process and understand their role in it and are confident to identify and support individuals who may benefit from early help, effectively giving them and their families the right help at the right time.

All of the safeguarding team are aware of how to accept concerns from staff and make a referral to children's social care, especially section 17 (Children in need) and section 47 (a CYPVA suffering, or likely to suffer, significant harm) that may follow a referral, along with their potential role in such assessments.

All staff understand their responsibility to report concerns about the behaviour of any adult in our college and know that they will be listened to and taken seriously.

All staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a student's needs remain unmet or if the student is failing to thrive and in need or if the student is at risk of harm.

In all cases, if our staff are unsure, they know that they should always speak to the DSL/DDSL. **All of the above topics are covered in the Level 1 safeguarding Training**

5. Roles and responsibilities of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s)(DDSL)

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex C of Keeping children safe in education 2024.

Our DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Our DDSL(s) are trained to the same level as the DSL. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with Working Together to Safeguard Children 2018. This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. The DSL is given **additional** time, funding, training, resources, and support needed to carry out the role effectively. NSCG DSL and DDSL attend Education Safeguarding DSL Briefings where they meet other DSL's and share best practice. At NSCG monthly DSL meetings are held to discuss and review ongoing cases.

Our DSL Denise Haney takes the **lead responsibility** for safeguarding and child protection (including online safety, and this is explicit in their job description.

Guidance:
Filtering and monitoring standards for colleges and colleges
As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

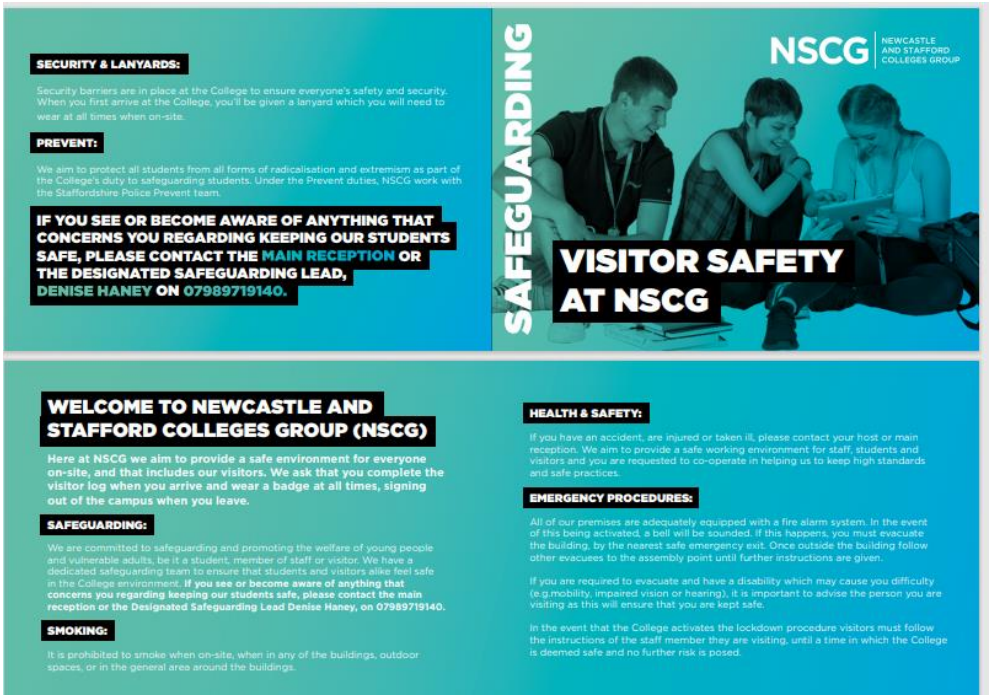
Guidance:
Cyber security standards for schools and colleges
Cyber Security Training for school staff

The DSL/DDSL is available for staff in the college to discuss any safeguarding concerns. The DSL can delegate activities to the DDSL(s); however, the ultimate responsibility remains with them, and this lead responsibility is not delegated. In the absence of the DSL, the DDSL will take a lead on safeguarding with clear direction from the Senior Leadership Team.

The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly and shared appropriately.

Our DSL with the support from the college's HR department, maintains robust systems to monitor and record training of **all** staff and update and refresher time scales are evident within the training record. Training is delivered in-line with SSCB and KCSIE 2024. This will include bulletins, briefings, and CP day training as well as external events attended.

The DSL ensures that **all** staff and regular visitors have appropriate safeguarding training and information to equip them for their role.



This includes 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. The DSL ensures systems are in place to induct new staff/governors are robust and monitored and any non-compliance shared with Senior Leadership Team/Governing body.

The DSL monitors the case management through regular meetings with the safeguarding teams and the DDSL and monitoring of confidential comments Level 3 on ProMonitor. (**See Appendix 10**) This is to ensure the college records concerns about students, ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. All concerns, discussions and decisions made, and the reasons for those decisions, are recorded within the safeguarding database. The DSL/DDSLs monitor the quality of safeguarding files through auditing case files regularly. Appropriate and regular supervision takes place with the DSL/DDSL and may be extended to other members of staff if we deem this appropriate

The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection. The safeguarding and child protection records are kept in a secure location, away from academic records. There is a robust process for the transfer, both in and out, of these records and the clear recording of this.

Safeguarding staff will refer cases of suspected abuse to the local authority children's social care, as required, and support other staff to make these referrals.

The DSL/DDSL understand the importance and need for attendance at Child Protection Case Conferences (both Initial and Review) and core group meetings as well as Child in Need meetings. The DSL/DDSL will represent education at these meetings and prior to conference, whether attending or not, MUST complete the Education Report prior to the Conference.

DSL/DDSL will liaise with all staff (e.g., support staff, SEN staff and Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DDSL/ Safeguarding and Wellbeing Officer (SWO) will represent the college at child protection conferences and core group meetings as required and will be the expert within our setting to support staff in liaising with other agencies, making assessments and any referrals. Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of CYPVA. The DSL/DDSL will notify children's social care if a student with a child protection plan is absent for more than two days without explanation.

The DSL/DDSL helps to promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues that students(including individuals with or who have previously had a Social Worker) are experiencing, or have experienced, with teaching staff and college leadership staff. Their role could include, ensuring that the college and their staff, know who these individuals are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that students in this group might face and the additional academic support and adjustments that they could make to best support these students.

The DSL has a good understanding of the community the college serves, the risks and its resilience. This is achieved through strong partnership working and networking in local Authority meetings e.g. Joint Operations Group Meeting, Town Partnership Meetings, and Prevent Boards.

6. Our Governing Body

At **NSCG** our Governing Body have a strategic leadership responsibility for safeguarding arrangements, and they **must** ensure that we comply with our duties under legislation. They **must** have regard to this guidance in ensuring policies, procedures and training are effective and always comply with the law. See Part 2 Keeping Children Safe in Education 2024

The Principal ensures that the policies and procedures, adopted by the governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff. These policies are transparent, clear, and easy to understand for staff, children and their parents/carers.

The DSL and the Safeguarding and Prevent Link Governor ensure that **all** governors and trustees receive appropriate safeguarding (including online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), training at induction. This training will equip governors with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place here are effective and support the delivery of a robust whole college approach to safeguarding and this training is regularly updated.

In considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Governing Body will ensure that our college has appropriate filters and monitoring systems in place. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The Governing body (via the Safeguarding Link Governor) review the associated policies and procedures and discuss with the DSL and IT staff and service providers what more needs to be done to support our setting.

- identify and assign roles and responsibilities to manage filtering and monitoring systems;
- review filtering and monitoring provision at least annually;
- block harmful and inappropriate content without unreasonably impacting teaching and learning;
- have effective monitoring strategies in place that meet their safeguarding needs.

The Governing Body are also aware of their responsibility to ensure that there is the appropriate level of security protection procedures in place in order to safeguard systems, staff and learners and that there is the need to review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

NSCG have a firewall in place FORTINET

The Governing body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Technical Guidance on the Public Sector Equality Duty), and local multi-agency safeguarding arrangements. Further guidance is found in Keeping Children Safe in Education 2024 & Equality Act 2010-Advice for schools

The Governing body facilitate a whole college approach to safeguarding involving everyone in the college, including apprentices, ensuring that safeguarding is at the forefront and underpins all relevant aspects of process and policy development. These systems, processes and policies operate with the **best interests** of our students at the heart of what we do.

The Governing body has appointed the Designated Safeguarding Lead Denise Haney (DSL) who takes **lead responsibility** for safeguarding and child protection. This is explicit in their job description, and they ensure that the DSL understands their responsibility in leading safeguarding across the organisation. They also ensure that the DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. See Annex C Keeping Children Safe in Education 2024

The Governing Body has also identified two Deputy Designated Safeguarding Lead(s) Jo Lawton (DDSL) and Sarah Hicks (DDSL), who are trained to the same safeguarding standard as the DSL.

The Governing body and proprietors ensure that students are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individuals, including students who are victims of abuse, and students with special educational needs or disabilities. There is an expectation that all staff manage behaviour effectively to ensure a good and safe educational environment and requires staff to have a clear understanding of the needs of all students.

Resources

- Teaching about relationships, sex and health
- Annex B KCSiE incl Harmful online challenges and online hoaxes

The Governing Body via the Safeguarding Link Governor will ensure the DSL and DDSL complies with the completion of the Section 175/157 Safeguarding audit return, via the Phew electronic system, to the Local Authority and that any areas of concern in safeguarding are identified and a safeguarding action plan is developed.
They also ensure that the College contributes to inter-agency practice in line with Working Together to Safeguard Children 2018

The Governing Body ensure that those involved with the recruitment and employment of staff to work with CYP have received safer recruitment training and are compliant with safer recruitment procedures. This includes the requirement for appropriate checks to be carried out in line with national guidance.
Part 3 Safer Recruitment Keeping Children Safe in Education 2024

We have ensured that there is a current whistleblowing policy and staff are aware of this policy and understand its content.

NSCG Whistleblowing Policy to Safeguard and Promote the Welfare of Children

This is included in the Level 1 Safeguarding training. We have a culture where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures.
Further guidance on whistleblowing is available here and the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk

When NSCG hire/rent out college facilities/premises to organisations or individuals (e.g. community groups, sports associations, and service providers to run community or extra-curricular activities), they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the NSCG, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body, this is not necessarily the case.

NSCG will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll/attend college.

NSCG will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Guidance

Keeping Children Safe in out-of-school settings

At **NSCG** we are working towards becoming an attachment aware and trauma informed College. We will take a relational based approach to supporting our most vulnerable children and will work restoratively with students to improve their outcomes.

We are aware of the additional duties of the virtual school headteacher extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. We understand the role that we play in improving outcomes for children with a social worker.

Virtual Headteacher Role-Children with a social worker

7. Working with parents/carers.

At **NSCG** we are committed to working in partnership with parents/carers to safeguard and promote the welfare of the students, and to support them to understand our statutory responsibilities in this area.

When new students join our college, parents/carers will be informed at open events and via the Parent Portal that we have a safeguarding policy. A copy will be provided to parents on request and is available on the college website. Parents/carers will be informed of our legal duty to assist our safeguarding colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant local authority or other agencies.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard an individual from harm.

We will seek to share with parents/carers any concerns we may have about their young person before making a referral, unless to do so may place them at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the college has about an individual will not prevent the DSL from making a referral to the local authority in those circumstances and where it is appropriate to do so.

To keep students safe and provide appropriate care for them, the college requires parents to provide accurate and up to date information regarding:

- Full names and contact details of NOK.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above)
- Any legal or criminal changes which affects parental responsibility e.g., bail conditions, court orders, Special Guardianship orders, child arrangement orders etc

The college will retain this information on the students section of Prosolution. The college will only share information about students with adults identified as the next of kin

We recognise that we are likely to be in regular contact with parents and carers. We will use these communications to reinforce the importance of young people being safe online and parents/carers are likely to find it helpful to understand what systems the college use to filter and monitor online use.

At **NSCG** we update parents about safeguarding through website/text messaging (attendance)/parent and open events.

8. Staffordshire Earliest & Early Help

Any child may benefit from earliest or early help, but **all** staff are particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan); has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care.
- has experienced multiple suspensions, is at risk of being permanently excluded, colleges;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;

- is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol or other drugs themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the college day.

The DSL ensures that **all** staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, 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.

The DSL/DDSL will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and crime. We will also consider specific needs such as disabilities, those whose first language is not English, fathers or male carers, and parents who identify as LGBTQ.

Guidance documents can be accessed at the following links:

- Early Help - SSCB
- Threshold Framework 2024 - SSCB

9. What happens if 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, they will speak with parents/student and obtain their consent for a referral to Staffordshire Childrens Advice and Support Service (SCAS), or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the student's needs are not being met, the DSL will discuss these issues with SCAS. Appropriate College staff will attend 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 has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they make enquires under Section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under S44 of the Children Act 1989) or in police protective custody (under S46 of the Children Act 1989).

Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved and will work in an open, honest, and transparent way with any parent whose child has been referred to SCAS or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers wherever possible.

10. Escalation process

Staffordshire Safeguarding Children 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.

This process will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise 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 DSL/DDSL.

If we believe that concerns regarding a child are not being addressed and their outcomes are not improving, we will escalate our concerns in line with the SSCB Escalation policy.

11. A safer school culture

Safer Recruitment and Selection

At NSCG we pay full regard to 'Keeping Children Safe in Education 2024'. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity, checking 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, prohibition checks whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks is recorded on our Single Central Record.

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Guidance

- Application process for criminal records checks overseas
- Regulated professions database
- UK Centre for Professional Qualifications

Separate barred list checks are only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213 have been carried out); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as above have been carried out).

All recruitment materials will include reference to the college's commitment to safeguarding and promoting the wellbeing of students.

Relevant staff have undertaken appropriate training in Safer Recruitment and this is constantly under review.

One of the trained safer recruitment staff will be involved in **all** staff and volunteer recruitment processes and sit on the recruitment panel.

Induction

All staff will be made aware of the systems we have in place to support safeguarding. These are explained as part of staff induction, including:

- The Safeguarding policy;
- The Behaviour policy;
- Child on Child Abuse Policy;
- The staff behaviour policy (sometimes called a code of conduct).
- The role of the DSL (including the identity of the DSL and any deputies).
- At least part one of KCSIE 2024.
- Safer working practice guidance for those working with children and young people in education settings. (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.)

If staff, supply staff, visitors, volunteers, or parent helpers are working with CYP alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in college, who they are with and for how long. Doors should have a clear glass panel in them and where possible be left open.

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. 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.

Use of reasonable force

There are circumstances when it is appropriate for staff in college 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 CYP. This can range from guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here.

When using reasonable force in response to risks presented by incidents involving children, including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

By planning positive and proactive behaviour support, for instance by drawing up individual behaviour plans/contracts for more vulnerable children and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.

12. Keeping Children Safe in Education 2024 - Specific Safeguarding issues.

All staff have an awareness of the following safeguarding issues through regular training and briefings. Staff are aware that these behaviours can make CYP vulnerable and put them in danger and that often these issues overlap. Please read and refer to Appendix 2 for additional information Abuse (incl. Physical/Emotional/Sexual/Neglect) Annex 1

For further information, advice and guidance on these issues please see Annex 2 of this document.

13. Children potentially at greater risk of harm

All children and young people should be protected however our staff and Governing Body recognise that some groups of children and young people are potentially at greater risk of harm than others. This list is not exhaustive but highlights some of the considered indicators:

- Abuse (incl Physical/Emotional/Sexual/Neglect) Annex 1
- Behaviours linked to safeguarding issues
- Bullying including cyberbullying

- Child on child abuse (inc sexual violence and sexual harassment/sexting-sharing of nude/semi-nude images & upskirting)
- Children and the court system (5-11 yrs & 12–17 yrs)
- 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 (see **Appendix 2** for specific NSCG Mental Health information)
- Online safety
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Trafficking

- Children who need a social worker (Child in Need & Child Protection)
- Children missing from education
- Elective Home Education (EHE)
- Children requiring mental health support
- Looked after children and previously looked after children
- Children with special educational needs & disabilities/health issues
- Children who are lesbian, gay, bi or gender questioning (LGBTQ+) This is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

We support these groups by having:

- **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.
- **Advocacy**: to be provided with advocacy, to assist them in putting forward their views.

At NSCG we know that the cohort of pupils in our provision often have complex needs, our Governing bodies/proprietors are aware of this additional risk of harm that our pupils may be vulnerable to.

The updated DfE Guidance clarifies that when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.

- Alternative Provision-DfE Statutory Guidance
- Education for children with health needs who cannot attend school-DfE Statutory Guidance

14. Educational visitors to College

We will undertake risk assessment and use professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. 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 advised, 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 2024.
- We have clear visitor's procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the college.

15. Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the students at our college. We take all possible steps to safeguard our Students and to ensure that the adults who work at **NSCG** are safe to work with CYP. However, we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The NSCG ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors:

- Allegations that **may** meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold, referred to for the purposes of this guidance as '**low level concerns'**.

Allegations that **may** meet the harms threshold

We have an good understanding and give due regard to Part 4 of Keeping Children Safe in Education 2024 guidance and Allegations of Abuse - SSCB where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any education setting, regardless of whether the college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police.

We understand that if we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

Our college staff will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the college, whilst they carry out their investigation.

If an allegation is made or information is received about an adult who works at our college 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. If neither the Principal nor Chair of Governing Body is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Vice Chair of Governors.
The Principal or Chair of Governors will seek advice from the Local Authority Designated Officer (LADO) within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police. If we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the College, whilst they carry out their investigation.

Learning lessons

It is important that lessons are learnt when manging all levels and types of allegations.

The case manager at NSCG will review the circumstances of all substantiated cases with Staffordshire's LADO to determine whether improvements can be made to the college's procedures to help prevent similar events in the future. This will be done throughout the entirety of the process and at conclusion.

Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

Where an allegation is concluded to be either unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) will consider the facts of each case and determine whether any lessons can be learned, and improvements made.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as '**low level concerns**'

At **NSCG** we promote an open and transparent culture in which **all** concerns about adults are dealt with promptly and appropriately. Creating this culture enables us to identify inappropriate, problematic, or concerning behaviour early, minimising the risk of abuse and ensuring that adults who work in or on behalf of our College are clear about professional boundaries and act within them in accordance with our ethos and values.

What is a low-level concern?

Low level does not mean that the concern is insignificant. It is any concern, no matter how small, and even if no more than causing a sense of unease or nagging doubt that an adult working in or on behalf of the College may have acted in a way that is:

- inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly;
- having favourites;
- taking photographs on their mobile phone, contrary to policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating students.

NSCG staff have a good understanding of what constitutes a low-level concern, and our DSL and safeguarding link Governor ensure that low-level concerns are dealt with using the College's disciplinary procedure and information regarding these type of concerns are included in our safeguarding policies and "Safer Working Practices Document"

Sharing low-level concerns

We understand how crucial it is that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

If we are in any doubt as to whether information shared about a member of our staff as a low-level concern in fact meets the harms threshold, we will consult with the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors knows to contact the LADO on 0300 111 8007.

The College has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, 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.

16. Information sharing

We work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with Working Together 2018 & Information sharing advice for safeguarding practitioners

Information sharing is vital in identifying and tackling all forms of abuse neglect, and exploitation, and in promoting children's welfare, including their educational outcomes. Colleges have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, our Governing body recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and

welfare of students, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Our Governing body are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our Governing body and management ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Where children leave our college, the DSL will ensure that any relevant Safeguarding file is transferred to the new setting as soon as possible, ensuring secure transit, with confirmation of receipt.

In addition to the safeguarding file, our DSL will also consider if it would be appropriate to share any information with the new college in advance of the student leaving, including Prevent information. For example, information that would allow the new setting to continue supporting the victims of abuse and have that support in place for when the child arrives.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of students.

Guidance documents:

- Data Protection: Toolkit for schools

17) Managing complaints

In line with our College ethos and culture, we encourage students and parents/carers to talk to us if they are unhappy with anything to do with College. We have a robust internal investigation process.

Our complaints policy states clearly the various stages of complaint and where to escalate concerns following completion and outcome of our complaints process. Our complaints policy is available on our College website for parents/carers and is also available on request.

Safeguarding concerns should be raised with the College immediately. If a concern means an individual is at immediate risk, then contact need to be made with Staffordshire Childrens Advice and Support Team on (0300 111 8007). All visitors are given safeguarding information which outlines how to share concerns and code of conduct expected by visitors/contractors.

18. Site Security

At NSCG we provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on our site must adhere to the rules which govern it:-

- The estate is secure and all staff, visitors and students are clearly identifiable through lanyards and ID badges. For 24/25 students wear a red lanyard/Staff -Black/Visitors – Orange/Safeguarding Pink
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a specific lanyard or visitor's pass. The college has a clear system of ensuring staff are accompanied / supervised by regulated staff member.
- Any visitor on site who is not identifiable by a visitor's lanyard will be challenged by any staff member and this will be reported to a member of the security team.
- Empty classrooms should have closed windows and doors.
- A health and safety audit is completed annually as appropriate. This will include a fire evacuation and Prevent risk assessment.
- The risk management of site security is managed by senior leaders, and we have a clear system of risk assessments and review timescales of these.

Appendix 1

Definitions and Indicators of Abuse

NSCG note that some of the following information relates to pre-16yr old children but have retained this for the purpose of this document

1. **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 of 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 attendance or often late for College.
- 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 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 involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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. 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.

Parental response

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four 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.

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.
- Inappropriate invasive procedures.

Appendix 2

Specific safeguarding issues

Behaviours linked to safeguarding issues

All staff have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, serious violence (including the link to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Bullying, including Cyberbullying (links to NSCG Bullying and Harassment Policy)

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, 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)
- Cyberbullying (including sexting)

Guidance on bullying can be Preventing & tackling bullying
Cyberbullying advice

Child on child abuse (incl sexual violence and sexual harassment)

All staff have the knowledge and awareness that children are capable of abusing other children (including online). All staff are clear about this College's policy and procedure regarding child-on-child abuse. We have a separate Child-on-Child Abuse Policy in addition to anti-bullying and behaviour policies to guide, inform and support children, staff and parents/carers. (Links to NSCG Child on Child Abuse Policy – Including Sexual Violence and Sexual Harassment Between Children Policy)

Child-on-child abuse can occur, both physically and verbally, either online or face to face, between two children of **any** age and sex, with a single child or group of children and can happen both inside and outside of our setting. Children who are victims of this abuse, will find the experience stressful and distressing and it 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 child-on-child abuse and know how to identify it and respond to reports of it. 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 child-on-child abuse including sexual violence and sexual harassment, is never acceptable and that that we have a zero-tolerance approach.
- Not dismissing this abuse 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 CYP that this will lead to a **culture** of unacceptable behaviours, an unsafe environment for students and in worst case scenarios a culture that normalises abuse leading to individuals accepting it as normal and not coming forward to report it.

We know that the initial response to a report from a CYP 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. We strive to achieve this by listening to students, recording, investigating, and dealing with the situation using clear and transparent processes which are in place. This will to show victims, perpetrators and any other individuals affected that they will be supported. We will involve other agencies as deemed necessary and comprehensively risk assess the situation.

All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the college will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that CYP know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE states that child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Victims of child-on-child abuse will be supported by the College's Student Services Dept and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management.

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 child-on-child abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.

Child-on-child 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 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 aware of the importance of understanding intra familial harms and any necessary support for siblings following incidents.

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

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As in any case, if staff are in any doubt as to what to do, they should speak to the DSL/DDSL. Our behaviour policy will support any sanctions.

Guidance Documents:

- Staffsscb-Responding to Sexting Guidance
- Disrespect NoBody campaign
- CEOP-Safety centre

- UKCIS Guidance: Sharing Nudes and Semi-Nudes
- Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)
- Searching, screening and confiscation in schools
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Undressed (lgfl.net)

Children Missing Education

All professionals working with CYP, as well as the wider community can help by remaining vigilant to CYP's safety. The law states every CYP should be receiving an education, and we stand a better chance of ensuring a CYP's 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 CYP 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 CYP who go missing from education.

A CYP going missing, particularly repeatedly, can be 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.

Our college holds emergency contact numbers for each student. If a vulnerable student goes missing from our college and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some CYP.

Policies are clear, regarding CYP going missing from the college site and that **ALL** staff are aware of the processes and the role that they **ALL** play in this. In particular the importance of the completing registers at the earliest opportunities.

The college will notify the Local Authority of any student who fails to attend college regularly after making reasonable enquiries or has been absent without the college's permission for a continuous period of time. Our college will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of CYP that would be considered 'missing'

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the college's response to persistently absent students missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a young person missing education in the future.

This includes when problems are first emerging but also where CYP are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:
• Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
• Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children missing education .
• Further information for colleges providing education for a child of compulsory school age can be found in: Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges
• General information and advice for schools and colleges can be found in the Government's Missing Children and Adults strategy.

Child Missing from Home or Care

There are strong links between CYP involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some CYP are particularly vulnerable, for example, 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 CYP. Most who go missing are not in care and go missing from their family home. However, CYP 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 run away at some point. Guidance document:Children who run away or go missing from home or care

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm, from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.

- children who go missing for periods of time or regularly come home late.
- children who regularly miss school or education or do not take part in education.

Guidance documents:

- Safeguarding children who may have been trafficked
- Child Exploitation - StaffsSCB

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant.

Guidance documents:

- Child Sexual Exploitation Definition & Guidance
- Know about CSE

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 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. Children 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.

Children 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. Children 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 (NRF) should be considered via the Police. Further information can be found here National Referral Mechanism

If a child 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
- County Lines toolkit

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

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child 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.
We are an Operation Encompass college and act appropriately when we receive an alert to support the children in our college.

Guidance Documents:

- Domestic Violence and Abuse
- Domestic Abuse-Staffsscb
- NSPCC-Domestic Abuse
- Operation Encompass helpline 0204 513 9990 (8am-1pm Mon-Frid)

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
- Drugs Advise for Schools

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness is a condition whereby a child 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 a child's health should be discussed with a health professional who is involved with the child.

NHS-Overview-Fabricated or Induced Illness

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/DDSL are aware of local contact details and referral routes into local housing organisations, so they can raise/progress concerns at the earliest opportunity.

Indicators of risk include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this will **not** replace a referral into children's social care where a child has been harmed or is at risk of harm.

We also recognise that in some cases 16/17 yr olds could be living independently from their parents or guardians and they will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL will ensure that appropriate referrals are made based on the child's circumstances.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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. It 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".

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either via disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures.

Guidance Documents: -

- Multi Agency Statutory guidance on Female Genital Mutilation
- Female Genital Mutilation Act 2003

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into **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 cultural 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.

From February 2024 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

School and college staff can contact the Forced Marriage Unit for advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Guidance Document:

- Forced Marriage
- The right to choose: government guidance on forced marriage

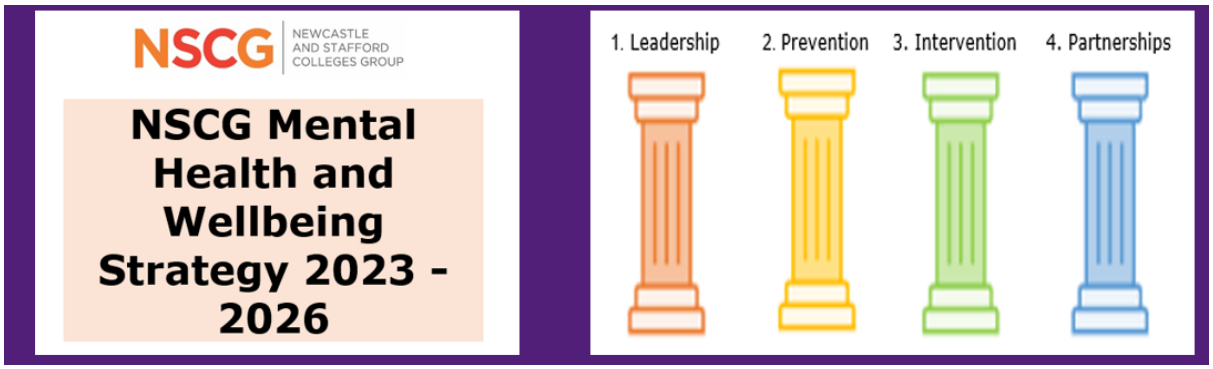
Guidance and helpful documents: -

- Addressing Trauma and Adversity
- Mental Health and Behaviour in Schools Guidance.
- Preventing and tackling bullying
- Every Interaction Matters
- MIND-Parenting Capacity and Mental Health
- NSPCC-Mental Health and Parenting

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and by speaking to the designated safeguarding lead or a deputy.

Mental Health

All staff have an 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 CYPVA 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. NSCG has a Mental Health Lead who has completed the Mental Health Lead training funded by the Department for Education. This is Denise Haney ext. 249/469. The college signed up to the Association of College Mental Health Charter back in 2020. This Charter has now been signed by over 200 Colleges across the country and it enables colleges the chance to publicly state their commitment to the mental health agenda. NSCG have developed a Mental Health and Wellbeing Strategy and Action Plan



- This strategy identifies **Four Pillars** that will uphold the drivers for positive mental and emotional health and wellbeing across the whole college community, promoting a whole college approach

Leadership - To have a consistent and coordinated approach to wellbeing through effective leadership and ensure that wellbeing permeates all aspects of college life

Prevention - To make a significant shift from reactive to preventative approach to wellbeing, which focuses on empowerment and resilience.

Intervention - Develop a community that shares responsibility for mental health, identifying difficulties early, to accelerate targeted, effective and timely interventions.
Partnerships - To establish a seamless and sustainable provision of care through effective collaboration with external partners

NSCG recognise only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. College staff, however, are well placed to **observe** students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Where CYPVA have suffered abuse and neglect, or other potentially traumatic Adverse Child 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.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sextortion, 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 whole 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. We consider online safety in other relevant policies, when planning curriculum, staff training, the role and responsibilities of the DSL and parental engagement. We have appropriate filtering and monitoring systems in place on college devices and college networks, and these are regulated, and risk assessed as part of the prevent duty.

Our filtering and monitoring will
• identify and assign roles and responsibilities to manage filtering and monitoring systems.
• review filtering and monitoring provision at least annually.
• block harmful and inappropriate content without unreasonably impacting teaching and learning.
• have effective monitoring strategies in place that meet their safeguarding needs

The DSL and Safeguarding Lead Governor will review the implementation of these and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

We have an Acceptable User Policy which identifies the usage and expected behaviour of staff and students. As a college we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Education at home/Remote learning: - Where students are being asked to learn online at home, our college 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.

At NSCG we have an effective firewall filtering system. The firewall system is Fortinet -Fortigate 600D and this generates reports on individuals who may be trying to access sites which include the categories mentioned earlier.

Students receive annual awareness sessions as part of the themed tutorial programme to raise their awareness and understanding of online safety and the policies and procedures we have within the college.

Guidance Documents:

- Children's Commissioner-Online Safety
- Teaching online safety in schools
- Appropriate Filtering and Monitoring
- CEOP-Safety Centre
- National Cyber Security Centre
- NSPCC-Undertaking remote teaching safely
- 360 Degree Safe - Online Safety Review Tool
- UKCCIS-UK Council for Child Internet Safety

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child 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:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children 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.
- Children 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 College to inform Staffordshire Childrens Social Care of a private fostering arrangement by contacting (0300 111 8007), 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

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' 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 school 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 students's 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 children from the risk of radicalisation is part of the college's safeguarding duty.

The college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 4**.

Prevent Duty and Channel

Prevent

The governors, Principal and the DSL will assess the level of risk within the College and put actions in place to reduce that risk. Risk assessment may include consideration of the college's tutorial programme, the use of college premises by external agencies and guest speaker.
All schools 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 college's 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 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 our College is Denise Haney ext. 249/469.

Our College will monitor online activity to ensure that inappropriate sites are not accessed by students or staff. This is done using specialist online monitoring software, which is called: Fortinet – Fortigate 600D

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

Serious Violence

All staff should be aware of the indicators, which may signal children 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 children 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 school, 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

Appendix 3

Allegations about a Member of Staff (Incl supply), Governor or Volunteer

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:

   - **Physical**
     For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
   - **Emotional**
     For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.
   - **Sexual**
     For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.
   - **Neglect**
     For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
   - **Spiritual Abuse**
     For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a student makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview students.

3. The Principal will exercise and be accountable for their professional judgement on the action to be taken as follows:

   - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Principal will notify the Staffordshire Designated Officer **(LADO) (0300 111 8007)**. The LADO will liaise with the College and advise about action to be taken and may initiate internal referrals within Staffordshire Childrens Social Care to address the needs of children likely to have been affected.

- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the College's own internal procedures.
- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.

4. Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). In no circumstances will our college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. We will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the College, whilst they carry out their investigation.

5. Where an allegation has been made against Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward. Allegations of Abuse - SSCB

Appendix 4

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 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 school staff can recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student 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 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.
- Special Educational Need – students/students 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 CYP 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.

Appendix 5

SPOC Contacts

Prevent Leads	Contact Name	Email Address
Cannock	Oliver Greatbach	olivergreatbatch@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
Lichfield	Yvonne James	Yvonne.James@lichfielddc.gov.uk
Newcastle	Georgina Evans	Georgina.Evans@newcastle-staffs.gov.uk
South Staffs	Maggie Quinn	M.Quinn@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	David Smith	david.smith@staffsmoorlands.gov.uk
Tamworth	Joanne Sands	joanne-sands@tamworth.gov.uk
Staffordshire County Council (Safer Communities)	Fiona Chapman	fiona.chapman@staffordshire.gov.uk
Staffordshire Police Prevent Team	Sam Cartlidge	prevent@staffordshire.police.uk

Appendix 6

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. They 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 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. They 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 StaffsSCB inter-agency procedures for: Allegations of Abuse - SSCB is based on the framework for dealing with allegations made against an adult who works with children, this is 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 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:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Step 1: Follow KCSiE 2024 Guidance. Principal/ Chair of Governors/ Proprietor will contact the LADO on 0300 111 8007

Step 2: Staffordshire Childrens Advice and Support 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: 0345 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.

Appendix 7

Useful safeguarding contacts

- Staffordshire Education Safeguarding Advice Service (ESAS) on 01785 895836 email: esas@staffordshire.gov.uk
- Local Authority Designated Officer (LADO) 0300 111 8007
- Staffordshire Childrens Advice and Support (SCAS) 0300 111 8007
- Emergency Duty Services (EDS-out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police Multi Agency Safeguarding Hub (MASH) via 101, in 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)
- Dave Atherton - School Guidance around Asylum Seekers (Central Thoroughfare Team) david.atherton@staffordshire.gov.uk
- Staffordshire Police coordinator: Mark Hardern Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.police.uk
- PHSE Coordinator Natalie McGrath natalie@staffscvys.org.uk

Local Advice

- New Era
- Fostering Service (Staffordshire) 0800 169 2061 email 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
- Stoke-on-Trent
- Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk

Useful Safeguarding links

NSPCC

- Harmful sexual behaviour (HSB) NSPCC Learning
- Keeping children safe online-online safety/sexting/sending nudes

National Contacts

- CEOP (Child Exploitation and Online Protection) CEOP Safety Centre
- Professionals Online Safety Helpline – 0844 381 4772 Safer Internet Helpline

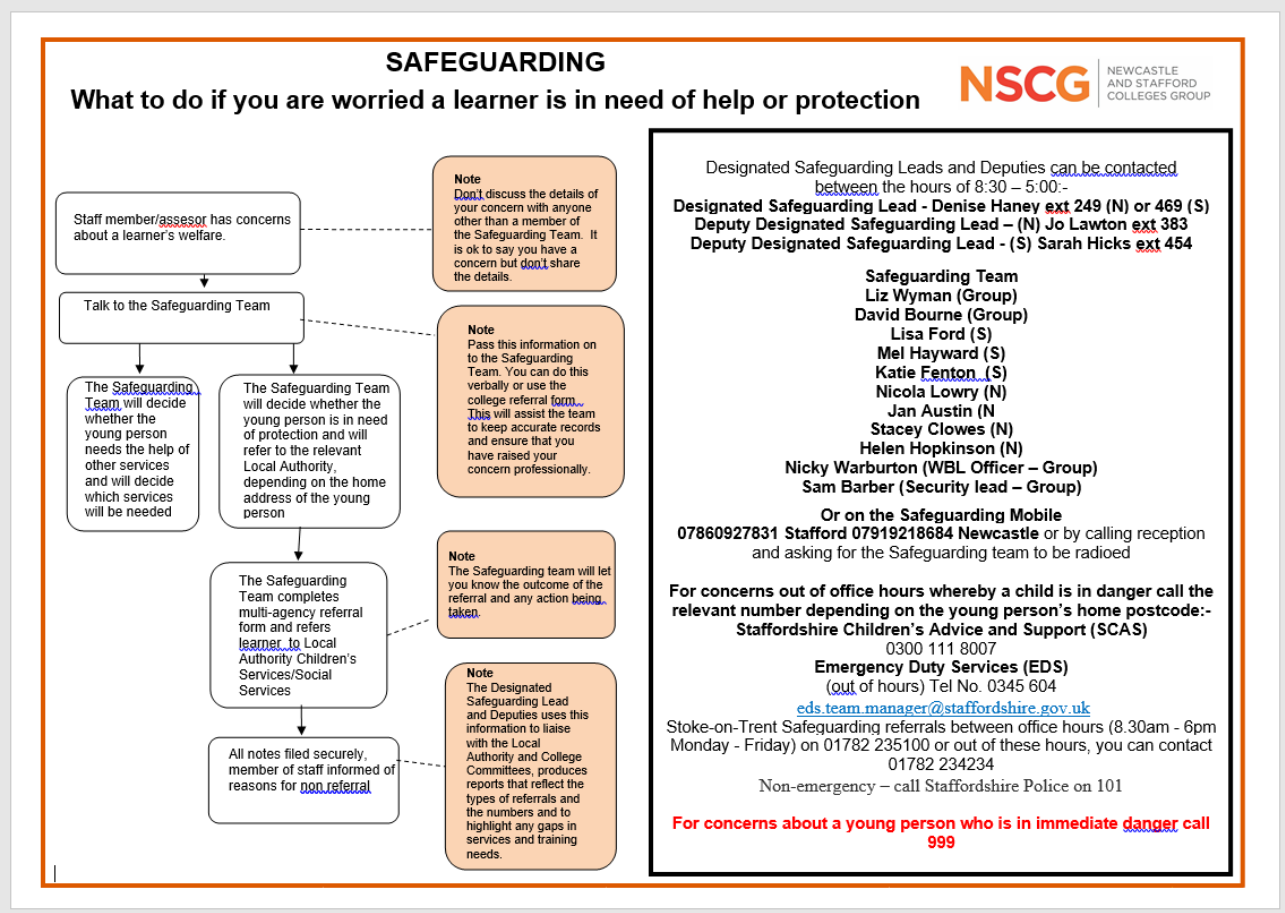
- Internet Watch Foundation (IWF) – Internet Watch Foundation
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 Childline
- Ofsted – General enquiries: 0300 123 1231
  About Schools: 0300 123 4234
  Concerns: 0300 123 4666
  e-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers, and leaders) 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
- Stop It Now! child sexual abuse helpline
- Women's 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

Appendix 8

NSCG Flow Diagram – What to do if you are worried a learner is in need of protection



CONFIDENTIAL **Appendix 8a**

Not to be kept with curriculum records

Name of Curriculum Area……..

Safeguarding – Initial Concerns Pro-forma (to be given to the designated Safeguarding & Wellbeing Officer or DSL/DDSL)

Date of Concern …… Time of Concern …….

Name of Student …… Course ……..

Nature of Concern

Name(s) of any witnesses to disclosure/incident

Member of staff raising concern

Action taken by College

This does not replace the Multi-Agency Referral Form which should still be completed by the Safeguarding & Wellbeing Officer (if deemed to be a Child in Need of Protection) within 48 hours if the above concerns result in a referral being made to the appropriate Local Authorities Safeguarding Board

Staffordshire County Council

ESAS 7 Minute Briefing- Hidden (unseen) Men

02

1. Hidden Men

Men have a great influence on a child's development and wellbeing, and in most cases, this is a positive relationship.

It has been highlighted in learning reviews that fathers, male care givers, and male partners sometimes are 'unseen' by professionals and can be referred to as 'hidden men' or 'invisible fathers'. In some cases, this has resulted in abuse and/or neglect that has unfortunately led to the death of a child.

2. The two types of 'hidden' men

1. Men who pose a risk to a child, which resulted in the child suffering serious harm or death

2. Men who have protected and nurtured the child in their life, but were overlooked by professionals

Consider who are the significant care givers in the child's life and the support they may require, this can be father's, male partners and grandfathers.

They could provide either a protective factor, or a risk to the child.

Who does the child refer to as dad, as this may not be biological dad?

3.Ask questions

In many cases professionals avoid asking mothers about the men in their life as they feel they are being intrusive; however, it is best practice to determine who is in the child's home.

Be professionally curious and ask questions, if mum has a new partner, a new baby etc, speak to the child, what, if anything has changed in their daily life? How do they feel about these changes? Who is in their home? Has it affected their daily routines? What role does mum's new partner have in the child's life?

Do not just consider speaking to/contacting mother over issues, is dad involved in the child's life, does he have PR? If so, have you shared your concerns with dad? Do you know his views? Do you share all information with both parents so you can obtain a complete picture? Do you help them to access support and education so they can support their child? Do you involve dad in any risk assessments etc?

Speak to other professionals/settings and services involved with the family if you have concerns, do they also have concerns for the family?

4.Consider any changes

Consider if a new partner has come into the home, what are the relationships like, is he threatening or intimidating? Or supportive and nurturing? Has the child's behaviour/demeanour changed recently?

Has a new person started to drop off/collect the child, do you know who they are? Do you have updated contact details? Do you regularly ask parents to complete the data collection forms?

Does the male caregiver avoid meetings, do you as a professional feel uncomfortable or threatened around them?

5.Record keeping

Professionals must gain the child's voice on the men in their lives and accurately record their thoughts, feelings and wishes in their safeguarding records.

View the threshold document to help aid your decision making, does the family require any support? Do you believe the child is at risk of serious harm? Does a referral need to be made to Staffordshire Advice and Support Service?

6. Things to consider

Consider possible concerns posed by significant men in the child's life. This is not just males, this could be a same sex relationship, friend, relative or carer with a special guardianship order (SGO).

Some individuals may be known by other names (nick names).

Is the child vulnerable, do they have SEN/disabilities etc?

Reflect on your practice. Are both parents contacted when a concern is raised for the child, and are they both included when completing risk assessments, outcome star, risk factor matrix or GCP2? Do you hold open day events / workshops where significant males are encouraged to attend so that we take every opportunity to build trusting relationships with the males in our children's lives?

7.Further information and training

- **NSPCC Unseen men: learning from case reviews**
- **NSPCC why language matters: "hidden" in plain sight**
- **ESAS** 01785 895836 / esas@staffordshire.gov.uk

With pride. With purpose. With you.

Appendix 10

Support Needs Flow Chart for Safeguarding & Wellbeing Officer (SWO) – 2024/25

Mental Health Needs – Low Level Concerns

No SWO Badge or Green SWO Badge Green recording = Level 1 Confidential comments for complete overview where applicable. Brief overview within risk indicators and Green SWO badge will be assigned in Promonitor. Green categorisation = Historical Child in Need of services or Early Help Assessment; historical or well managed.	**Mental Health Needs** Temporary impairment, symptoms may be understandable in the circumstances e.g. exam stress, generally functioning, may demonstrate reduced self-confidence, decreased self-esteem, reduced level of concentration, engaging ok with peers, period of understandable low mood or irritability, anxiety symptoms such as brief sleep or appetite disturbance. Response and recommendation: Personal Tutor to offer support e.g. quick catch up the following week, encourage to talk to a trusted friend or family member, encourage visiting GP and feedback to parents. If no improvement within 21 days then refer to SWO	**Actions/Notes** Personal tutors can encourage students to download the My Healthy Advantage app.

Mental Health Needs – Medium Level Concerns

Amber SWO Badge Amber recording = Level 2 Confidential comments for overview of need. More detailed notes will be recorded onto the Safeguarding Log. Brief overview within risk indicators and Amber SWO badge will be assigned in Promonitor. Amber categorisation = Historical (more than 2 years) Child Protection needs, current Child in Need of Services/Early Help Assessment; medium mental health concerns but currently well managed, some levels of anxiety but has coping strategies; some known youth violence, gang or ASB involvement but responsive to services.	**Mental Health Needs** Support from Personal Tutor has not changed the learners' mood, initial circumstances have passed and mood has not improved, impact of low mood is affecting functioning e.g. missed deadline or drop in grades, withdrawing from friends and socialising less. Response and recommendation: Personal Tutor to look at adjustments for course e.g. study plan, deadline extensions. Personal Tutor to make a referral to the SWO by booking an appointment or encouraging learner to go to the next SWO drop in. If appropriate level 1 Fitness to Study process is stared. **Actions for the Safeguarding and Wellbeing Officer** A meeting will be arranged with the learner and the SWO to discuss support and any further adjustments that might be needed. Offer to meet regularly and where possible, agree frequency of meetings. Set targets. All recorded in Learner meetings with overview, targets and adjustments recorded within support section of Promonitor under Learner Profile and Targets, making referral to other agencies and encourage the learner to make an appointment with their GP.	**Actions/Notes** Please **do not** send students to Student Services outside of drop in times. Drop In sessions are: **Monday - Friday** **08:45 to 9:30** **10:30 to 11:00** **12:30 to 13:30** Bookable appointments can be made by a Personal Tutor, Course Leader, Curriculum Manager, Curriculum Administrators or by contacting Student Services Team directly on ext 272 (Newcastle) ext 472 (Stafford). If necessary, the SWO will make referrals to other agencies and if on-line telephone counselling isn't suitable they can book face to face counselling.

Mental Health Needs – High Level Concerns

Red SWO Badge Red recording = Level 3 Confidential Comments for Overview of need. More detailed notes relating to the concern will be recorded onto the Safeguarding Log. Brief overview within risk indicators and Red SWO badge will be assigned on Promonitor. Red categorisation = Looked after or Care Leavers LAC; learners with high levels of mental health needs e.g. recent hospitalisation; Very high levels of anxiety that require intervention; repeat offender for youth violence, gang involvement or repeat ASB and resistant to change/support. All learners with a social worker will also have a Red C.	**Mental Health Needs** Significant drop in attendance, change in personal appearance e.g. unwashed hair, change in dress, not communicating with peers, becoming angry, upset and/or irritable, worrying thoughts, overall functioning compromised, impulsive behaviour, taking increased risks e.g. substance misuse, or meeting strangers, sexual risk taking, out of character behaviour, feeling out of control or panic attacks, thoughts of escaping or harming self Response and recommendation, Personal Tutor to make an appointment with SWO, if no appointments available for that day then personal tutor to bring the learner to the next drop in, if drop in missed then contact the SWO to arrange an emergency appointment with SWO or another available SWO. If a Level 1 fitness to study process has started but not helped then consider proceeding with Level 2 of the fitness to study process. **Actions for the Safeguarding and Wellbeing Officer** Learners will be seen by a SWO on the same day, if the SWO for the curriculum area is unavailable then another SWO or Duty/Deputy DSL/DSL will meet with the learner. Appointment will be made with all available services, GP appointment will be made and parents will be informed.	**Actions/Notes** Emergency appointments can be made by contacting SWO directly if drop in session missed and there are no none bookable appointment available for that day. If a student indicates they are feeling suicidal then they must be referred to a SWO. Remember the importance of asking the questions "are you feeling suicidal" "do you have a plan". If necessary, the SWO will make referrals to other agencies and if on-line telephone counselling isn't suitable they can book face to face counselling.

Appendix 11

Safeguarding Compliance Checklist for Governing Body

Section 175 of the Education Act 2002 places a statutory duty on Local Authorities and governing bodies of maintained schools to have arrangements in place to ensure that they safeguard and promote the welfare of children. Section 157 of the Act places the same responsibilities on Independent Schools and Academies. The governing board is accountable for ensuring that the school/college has effective policies and procedures in place in accordance with DfE guidance 'Keeping Children Safe in Education' (2024).

This checklist has been designed to support our Governing Body to undertake a brief check to ensure that NSCG is compliant with statutory guidance. Links to further guidance and training are embedded in the electronic copy of the checklist.

In addition to this checklist, NSCG complete an annual Contextualised Safeguarding and Prevent Risk Assessment and ensures that the Governing Board receives regular information in the Education & Standards Committee on how the colleges manages the safeguarding function

Summary of changes – September 2024:

- The checklist reflects changes to the statutory guidance 'Keeping Children Safe in Education' (2024).

Safeguarding Compliance Checklist for Governors

Date of completion: [dd/mm/yyyy]

Person(s) undertaking the check: [Name and Role]

The Safeguarding Governor and Governing boards should ensure they facilitate a whole college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all systems, processes and policies and should operate with the best interests of the child at their heart.

The following checklist aims to support NSCG governors to explore the extent that a culture of safeguarding is embedded within the college setting and identify areas for improvement.

1. Policy and procedures	Potential exploratory questions	Evidence of compliance	Action
1.1 The College has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and SSCB procedures. The policy is clearly dated, highlighting the timescale for review. **Further Guidance** Keeping Children Safe in Education, DfE 2024	When was the policy last reviewed? On which date was it ratified by the Governing Board? Is this ratification minuted in Governing Board meeting minutes?		
1.2 The policy is publicly available via the college website or by other means **Further Guidance** Statutory policies for schools and academy trusts, DfE, 2022	Is the most up-to-date policy available on the website? How are parents made aware?		
1.3 All staff have read Part One or Annex A, as appropriate, of Keeping Children Safe in Education, DfE 2024. Those staff who work directly with children have also read Annex B. Governors, senior leadership team and Designated Safeguarding Leads have read Keeping Children Safe in Education, DfE 2024 in its entirety. **Further Guidance** Keeping Children Safe in Education, DfE 2024	Have all staff read the appropriate parts of KCSIE 2024? Have governors, the senior leadership team and Designated Safeguarding Leads read KCSIE 2024 in its entirety? How is this evidenced for staff? How is this evidenced for governors? Is there evidence of opportunity for staff to seek support and test their understanding?		

1.4 Procedures are in place for dealing with allegations of abuse and concerns against members of staff, volunteers, contractors and supply staff. **Further Guidance** Part 4 of *Keeping Children Safe in Education*, DfE 2024	What are the procedures for dealing with allegations? What are the procedures for dealing with low-level concerns? What evidence is there that staff fully understand these procedures? Is there an external organisation (such as the NSPCC) that staff know they can report to if they do not feel able to raise concerns internally? What evidence is available to demonstrate staff are aware of this?		
1.5 The college has developed a code of conduct for staff and use the Safer Working Practice for the Protection of Young People & Staff Document that clearly outlines the expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff at induction. **Further Guidance** Part 4 of *Keeping Children Safe in Education*, *DfE* 2024	When was the code of conduct last reviewed? When was it last seen by governors? Does it fulfil the requirements of 'Keeping Children Safe in Education' (2024)? Does it include the approach to managing low level concerns or is there a separate policy for this? When were staff last given a copy of the code of conduct? Is there evidence of opportunity for staff to seek support		

1.6 A member of the governing board (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of a concern or an allegation of abuse being made against the Principal. **Further Guidance** Part 4 of Keeping Children Safe in Education, DfE 2024	Has a member of the governing board been nominated? How do staff know who this is and how they can be contacted? Does the nominated person know about procedures for calling the LADO?		
2. Induction and training	**Potential exploratory questions**	**Evidence of compliance**	**Action**
2.1 The following has been provided to all staff at induction: • A copy of the policy, • Part One or Annex A, as appropriate, of Keeping Children Safe in Education, DfE 2024 • Annex B of Keeping Children Safe in Education, DfE 2024 • a staff code of conduct, • behaviour policy, • information regarding the role and identity of the Designated Safeguarding Lead and any deputies. Evidence of this induction is retained by the college. **Further Guidance** Keeping Children Safe in Education, DfE 2024	Who delivers safeguarding induction to new staff at the setting? Does this induction comply with statutory guidance? What level of induction do other adults such as supply teachers, volunteers and contractors receive? What evidence is there of the safeguarding induction taking place?		

2.2 All other staff and governors have undertaken appropriate training about their role and responsibility and refresher training at the required intervals.	What was the date of the last whole college training for staff? What evidence is there that it took place? Who delivered this training? What actions will the DSL(s) be taking in light of the analysis of evaluations? How has this feedback helped shape the CPD for safeguarding for the forthcoming academic year? What was the date of the last training attended by the safeguarding governor? Have all governors had safeguarding training? How has this helped inform their knowledge in fulfilling their statutory responsibilities for safeguarding?		
2.3 The College keeps up to date records of all staff safeguarding training including levels of training and dates.	Is the training log held by the setting up to date? Is it known when training dates will expire? Who has responsibility for booking training? Who has the responsibility for monitoring the completion of training?		

2.4 In addition to regular training all DSLs and staff receive regular safeguarding updates to provide them with relevant skills and knowledge to safeguard children.	How are staff updated in relation to safeguarding throughout the academic year? Where is the evidence for this? Do all staff access these updates? What is the impact of the training / updates on staff practice in the setting? Have DSLs attended any other safeguarding related training? What has been the learning and actions from any recently attended safeguarding training courses? Does the DSL attend a local DSL network linked to a Local Safeguarding Children Group		

2.5 A senior member of the school's leadership team has been appointed to the role of designated safeguarding lead. They should take lead responsibility for safeguarding and child protection, including online safety. They have additional time, funding, training, resources and support to carry out the role effectively. The role is explicitly stated in the role holder's job description.	When was the date of the Lead DSL's last DSL training? Have they attended a multi-agency training course in the last 3 years? Does it explicitly state in their job description that they are the Lead DSL and outlines their responsibilities in light of this? Has the DSL attended any other safeguarding related training? What has been the learning and actions from any recently attended safeguarding training courses?		
2.6 There is an alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role. The role is explicitly stated in the role holder's job description, and they are trained to the same standard as the Lead DSL. **Further Guidance** Keeping Children Safe in Education, DfE 2024	When did the DSLs complete DSL training? Have they attended a multi-agency training course in the last 3 years? Does it explicitly state in their job description that they are the DSL and outlines their responsibilities? Have the DSLs attended any other safeguarding related training? What has been the learning and actions from any recently attended safeguarding training courses?		

2.7 The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty. **Further Guidance** 'Revised Prevent Duty Guidance: for England & Wales', HM Government (updated April 2021) 'Prevent duty self-assessment tool for schools' (October 2022) 'The Prevent duty: Departmental advice for schools and childcare providers', DfE 2015 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools', DfE 2014 Keeping Children Safe in Education, DfE 2024 Prevent duty training (online), Home Office, 2024	When was the date of the DSL's last Prevent training? When were all staff last trained in relation to The Prevent Duty? When was the setting's Prevent risk assessment last reviewed? Have the DSLs referred any students through the National Prevent referral mechanism?		
3. Safer Recruitment and Single Central Record	**Potential exploratory questions**	**Evidence of compliance**	**Action**
3.1 Staff involved in recruitment and selection have undertaken the Safer recruitment Training	What evidence is there that appropriate members of staff have undertaken safer recruitment training within the last 5 years?		

3.2 The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks as outlined in Part 3 Keeping Children Safe in Education, DfE 2024. **Further Guidance** Keeping Children Safe in Education, DfE 2024 HR Provider advice and guidance	What evidence is available to demonstrate that staff appointments adhere to safer recruitment practices, including a formal interview? Is the Single Central Record fully compliant with statutory guidelines? Do personnel files contain all appropriate evidence to demonstrate safer recruitment practice?		
3.3 All safer recruitment checks are evidenced in the Single Central Record, and this checked regularly for accuracy.	How often is the Single Central Record monitored? Who monitors the Single Central Record? What evidence is there that any actions have been identified and completed in a timely fashion?		
4. Record keeping	**Potential exploratory questions**	**Evidence of compliance**	**Action**
4.1 Record keeping of any concerns or allegations of abuse against members of staff, volunteers and supply staff complies with Part 4 Keeping Children Safe in Education, DfE 2024. **Further Guidance** Part 4 of Keeping Children Safe in Education, DfE 2024	Where are these records held? Are they held securely? Do only appropriate staff have access to them? Can the Principal provide assurances that the advice sought been acted upon?		

4.2 Records are reviewed for potential patterns of concerning behaviour and appropriate action is undertaken. **Further Guidance** Part 4 of Keeping Children Safe in Education, DfE 2024	Does the DSL review these records to check for any potential patterns? Have any patterns been identified? If so, what actions has been taken in light of these?		
4.3 The College has robust systems for recording and responding to safeguarding concerns in line with Annex C Keeping Children Safe in Education, DfE 2024. These systems are monitored and evidence of quality assurance activities by the safeguarding lead, for example audits of children's child protection files/records is retained in line with Keeping Children Safe in Education, DfE 2024. **Further Guidance** *Keeping Children Safe in Education, DfE* 2024	Do DSLs regularly review records of concern? How is this undertaken? What are the strengths and areas for improvement arising from reviewing records?		
5. Pupil voice	**Potential exploratory questions**	**Evidence of compliance**	**Action**

5.1 Safeguarding systems are well promoted, easily understood and accessible for students to confidently report abuse knowing their concerns will be treated seriously. **Further Guidance** Keeping Children Safe in Education, DfE 2024	Do students know how to report abuse? Do students know and understand what will happen after reporting abuse? Are students spoken with individually following a safeguarding concern being raised? What are the mechanisms for this? What does pastoral support look like in the setting? What impact does this support have on students and families?		
5.2 The college encourages a culture of listening to young people and taking into account their wishes and feelings. **Further Guidance** Keeping Children Safe in Education, DfE 2024 PSHE curriculum	How is student voice gained? Are surveys completed with students, parents and staff? Where concerns arose from the survey response, how many students were spoken with individually? What are the next steps from the analysis of responses? Which tools are used? What does the analysis of student surveys tell us about student safety and wellbeing?		

6. Governance and Leadership	Potential exploratory questions	Evidence of compliance	Action
6.1 Designated Safeguarding Leads understand the individual needs of students with a social worker and ensure college staff know who these individuals are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. **Further Guidance** Keeping Children Safe in Education, DfE 2024 Review of children in need, DfE June 2019 Promoting the education of children with a social Worker, DfE, 2022	What support is in place for students who have a social worker? Do students with social workers achieve as well as their peers?		
6.2 The college is implementing a whole school or college approach to tackling sexual violence and harassment between children that ensures a culture acceptable behaviour, a safe environment and does not minimise abuse and abusive behaviours. **Further Guidance** Keeping Children Safe in Education, DfE 2024 Review of sexual abuse in schools and colleges, Ofsted, June 2021	Have staff had appropriate training in this area and who delivered this? What are the setting's procedures if there is a child presenting with Harmful Sexual Behaviour? What does the risk assessment look like? Has analysis been undertaken of incidents of sexual violence / sexual harassment? What has changed in practice following this analysis?		

6.3 The college has a whole setting approach to online safety based on the 4 C's of content, contact, consent and commerce which is reviewed annually. **Further Guidance** Keeping Children Safe in Education, DfE 2024 DfE Cyber security standard for schools and colleges	Is there a robust Online Safety policy in place? Is this reviewed and ratified annually? Are there appropriate filtering and monitoring measures in place? Are there acceptable use policies/ICT code of conduct for students, staff, governors and visitors? What evidence is available to demonstrate that these have been signed and understood? When did staff receive online safety training, including understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring? When did the setting last complete an online safety audit? What were the actions from this, and have they been addressed? What is the setting's procedure for dealing with online safety incidents?		

	How many incidents have there been in the last academic year; were these dealt with effectively and has there been any learning from them?		
6.4 Governing Board regularly receives a report outlining how the college is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.	Does the Governing Board receive regular safeguarding updates? Do the Governing Board minutes reflect the discussion with any questions or challenges posed? What are the trends / patterns that DSLs are experiencing in relation to their safeguarding work? Why do they think this is? Do they need any support from governors in relation to this? How is their wellbeing? Do they need supervision or have access to other support mechanisms?		

6.5 The curriculum is broad and balanced including the teaching of British Values and safeguarding related themes. **Further Guidance** Teaching about relationships, sex and health, DfE, March 2021 PSHE curriculum, DfE Sept 2021 Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, Sept 2021	How is safeguarding embedding within the curriculum? What is the evidence of impact for students? Are there specific incidents or local issues that need to be addressed?		
6.6 The Governing Board ensures there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. **Further Guidance** Keeping Children Safe in Education, DfE 2024 Preventing and Tackling Bullying, DfE 2017 Mental Health and Behaviour in Schools, DfE 2018 Promoting children and young people's emotional health and wellbeing, DfE Sept 2021 Rise Above, Public Health England resource Senior Mental Health Lead training, DfE June 2024	Is there a senior mental health lead(s) at the setting? When did they complete their training? Is there evidence of this? Have staff had training in this area? What evidence is available to demonstrate the support offered to students within the setting? How many referrals have been made to external organisations for mental health support?		

6.7 The Governing Board ensures that where college facilities are hired or rented to organisations or individuals assurances are in place from the body concerned that appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed, to keep children safe. **Further Guidance** Keeping Children Safe in Education, DfE 2024	Are there assurances that the organisation/individual concerned has appropriate safeguarding and child protection policies and procedures in place? Is there any inspection of the relevant policies and procedures? Are safeguarding requirements included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises? Does it state that failure to comply with this would lead to termination of the agreement? If the college receives an allegation relating to an incident that happened when an individual or organisation was using the college premises, is there an understanding of how this would be followed up?		