

SAFEGUARDING PROCEDURE – City of Stoke on Trent 6th Form College



Related Policy	Child Protection and Safeguarding Policy - Potteries Educational Trust
Responsible Manager	Deputy Principal / Designated Safeguarding Lead
Issue Date	September 2025
Issue Number	1
Review Date	September 2026

Applies To

All College staff

1. Introduction

1.1 The table below shows the key roles in college and contact details

Role	Name	Contact details
Safeguarding Leads	DSL – Nicky Birch (Deputy Principal)	G44
	DDSL – Charlotte Barker (Safeguarding & Support Manager)	G28
Deputy Designated Safeguarding Leads	Safeguarding & Support Officers: Clare Bowker Mal Majid	G27
Lead on Child Protection, Child in Need and Early Help	Charlotte Barker	G28
Designated Teacher/Lead person for Care Experienced	Alex Parkes / Jane Betteley	F09
Special Educational Needs Co-ordinator (SENCO)	Di Taggart	G25
Lead Person for Prevent	Charlotte Barker	G28
Manager responsible for allegations made against staff	Lesley Morrey	G44

Link Governor		
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- 1.2 Safeguarding is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.3 Our college is a community and all those directly connected with it – staff members, volunteers, contractors, Governors, parents, families, students; have an essential role to play in making it safe and secure.
- 1.4 The Local Governing Body will ensure that the College has arrangements in place to safeguard and promote the welfare of learners and will work together with external agencies to identify, assess and support those children who are likely to suffer harm. At all times the approaches are child centred considering what is in the best interests of the child.
- 1.5 This policy applies to all children (i.e. those who have not yet reached their 18th birthday) and vulnerable adults

2 Purpose and Aim

- 2.1 To promote and prioritise the safety and welfare needs of all students
- 2.2 To protect students from maltreatment, whether within or outside the home, including online
- 2.3 Preventing the impairment of children's mental and physical health or development
- 2.4 Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- 2.5 Taking action to enable all children to have the best outcomes
- 2.6 To provide an environment in which children can learn and where students feel safe, secure, valued, respected, listened to and confident to approach trusted adults if they are in difficulties
- 2.7 To raise awareness of all teaching and non-teaching staff and volunteers of their responsibilities to safeguarding children and to provide clear direction about expected codes of conduct in dealing with child protection and vulnerable adult issues

3 Equality Statement

- 3.1 We ensure that all children and young people have the same protection; however we recognise that some children and young people have an increased risk of abuse, and additional barriers can exist for some children and young people with respect to recognising or disclosing abuse. We are committed to anti-discriminatory practice and recognise children's diverse circumstances.
- 3.2 We are particularly alert to young people who:
 - 3.2.1 are disabled or have certain health conditions and specific additional needs
 - 3.2.2 Have special educational needs (whether or not they have a statutory Education, Health and Care plan (EHCP))
 - 3.2.3 Has a mental health need
 - 3.2.4 Are a young carer
 - 3.2.5 Are care experienced
 - 3.2.6 Are an asylum seeker
 - 3.2.7 Have English as a second language
 - 3.2.8 Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - 3.2.9 Is frequently missing/goes missing from education, home or care

- 3.2.10 Has experienced multiple suspensions and is at risk of being permanently excluded
- 3.2.11 Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- 3.2.12 Is at risk of being radicalised or exploited
- 3.2.13 Has a parent or carer in custody, or is affected by parental offending
- 3.2.14 Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- 3.2.15 Is misusing alcohol and other drugs themselves
- 3.2.16 Is at risk of so-called 'honour' based abuse such as female genital mutilation (FGM) or forced marriage
- 3.2.17 Is a privately fostered child
- 3.3 Therefore, additional support and care needs to be in place to keep this group of children and young people safe. Support includes advice and guidance on how they can stay safe to be communicated appropriately for their needs.

4 Our Ethos

- 4.1 Our students' welfare is our paramount concern and we will always act in the best interests of the individual
- 4.2 We accept that where safeguarding and child protection are concerned, 'it could happen here'
- 4.3 We recognise the importance of providing an environment where students feel safe and respected
- 4.4 We encourage and provide proactive opportunities from students to talk openly and feel confident they will be listened to and that any concern they raise will be taken seriously and acted upon
- 4.5 We recognise that all staff within the college have a full and active part to play in protecting our students from harm at all times and as such they will always exercise 'professional curiosity'
- 4.6 We ensure there is a clear and effective safeguarding accountability including a Staff Code of Conduct that ensures all values and behaviours enables the college to perform and discharge its safeguarding duties and functions effectively
- 4.7 We will ensure our curriculum embeds key themes of Safeguarding including sexual harassment and violence, social and emotional aspects of learning through the tutorial (PPD) programme and our teaching, learning and assessment approaches
- 4.8 We will ensure the policy and procedure is thoroughly understood and adhered to by all children, young people, parents, carers, staff, contractors, volunteers and Governors
- 4.9 We will work closely and collaboratively with other agencies to meet the needs of our students

5 Roles and Responsibilities

- 5.1 The **Designated Safeguarding Lead (DSL)** is the lead person with overall responsibility for safeguarding and child protection within our college. The DSL has appropriate status and authority within the college to carry out the duties of the post and is given additional time, funding, training, resources and support needed to carry out the role
- 5.2 The **Deputy Designated Safeguarding Leads (DDSLs)** ensure there is appropriate cover for the DSL at all times
- 5.3 Our **Early Help Lead** is responsible for leading on early help assessments and early help plans for children and their families requiring help and support that does not meet the threshold for involvement with children's social care

- 5.4 The **Safeguarding Governor** will champion good practice, liaise with the DSL and the Principal to provide support and challenge, ensuring that Safeguarding arrangements are audited and quality assured, and to provide information regarding Safeguarding to the Local Governing Body
- 5.5 The **Manager for Dealing with Allegations** is the Principal who is the person responsible for dealing with allegations against staff. The manager for dealing with allegations against the Principal is the Chair of Governors. The procedure for managing allegations is detailed in the procedure.
- 5.6 The **Principal** will ensure that the policies and procedures adopted by the Local Governing Body are fully implemented and understood by all staff.
- 5.7 **All staff** understand their responsibility to safeguarding and protect children and vulnerable adults, know how to recognise signs and symptoms of abuse and neglect, how to respond to students who disclose and what to do if they are concerned about a child and vulnerable adult.

6 Supporting Children, Young People and Vulnerable Adults

- 6.1 We recognise that children, young people and vulnerable adults who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. Our college may be the only stable, secure and predictable element in their lives.
- 6.2 In these circumstances, a student's behaviour may range from that which is perceived to be 'normal' to behaviour which may be aggressive or withdrawn
- 6.3 Our college will support all students by:
 - 6.3.1 Ensuring the content of the curriculum includes social and emotional aspects of learning
 - 6.3.2 Ensuring comprehensive curriculum response to online safety, enabling students to learn about the risks of new technologies and social media and how to use these responsibly
 - 6.3.3 Ensuring a zero-tolerance approach to sexual violence and sexual harassment
 - 6.3.4 Implementing a highly effective student engagement strategy that encourages student feedback on experiences and ensuring they feel safe in and around the college campus
 - 6.3.5 Ensuring students know who they can talk to and where they can get help from with access to a number of appropriate adults to approach if they are in difficulties
 - 6.3.6 Building confidence, resilience and independence and encouraging development of self-esteem and assertiveness while not condoning aggression or bullying
 - 6.3.7 Ensuring repeated hate incidents, for example racist, homophobic, gender or disability-based bullying are considered under child protection procedures
 - 6.3.8 Liaising and working together with other support services and those agencies involved in Safeguarding children
 - 6.3.9 Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support

2. Procedure

- 1 We have developed a structured **procedure** in line with Stoke on Trent and Staffordshire Safeguarding Children Partnership which will be followed by all members of the college community in cases of suspected abuse.
- 2 The **name and contact details of the DSL and DDSs** are clearly displayed across all areas of the college.

- 3 We will ensure **all students and parents/carers**, are aware of responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on the website and by referring to them into our introductory college materials.
- 4 In line with procedures, **referrals** will be made into the relevant local authority safeguarding team as soon as there is a significant concern (or the relevant Children's Social Care Team if there is already a social worker involved).
- 5 **Concerns:** Any staff member who has any concerns about a young person must report it in accordance with the procedures below. Normally the Safeguarding and Support Team will deal with all subsequent notifications and actions. If a staff member has any concerns about the subsequent action taken, they may contact the Principal.
- 6 **Referral:** If a student discloses an incident of abuse (or suspected abuse) or has visible signs of what might be abuse, it is the responsibility of the individual member of staff to whom the disclosure is made to, or to whom the signs are visible, to follow the procedure below.
- 7 **Action to be taken by a member of staff concerned that a student may be suffering from, or in danger of abuse** that is not immediate ie they are in college or safe and well at home) should contact the Safeguarding team or if the danger is immediate you should contact the police and pass your concerns onto the Safeguarding team.
- 8 **Receiving a disclosure:**
 - a. **Do not offer confidentiality**
 - b. Never do nothing or assume that another agency or progression will or is taking action.
 - c. Offer the student a choice about where they wish to talk. Avoid discussions in a public or open space.
 - d. Listen to the student - do not interrupt them or directly question them and do not make suggestions as to alternative explanations for their worries.
 - e. Do not ask leading questions.
 - f. Make notes as soon as possible, write down exactly what was said, put the scene into context and give the time and location, dates and times of events as accurately as possible.
 - g. Do not investigate or see to prove or disprove possible abuse.
 - h. Contact the Safeguarding team as soon as possible - the information must only be shared with the Safeguarding team.
 - i. The safeguarding team may need to talk to the referrer and/or the students
 - j. It is the responsibility of the safeguarding team to inform the relevant agencies as soon as possible and take advice from external professionals where required to support appropriate action to be taken
- 9 **Record Keeping**
 - a. All concerns will be recorded and kept in line with the Stoke on Trent Children Partnership guidance and statutory guidance
 - b. CEDAR is used to record all Safeguarding concerns which may put a child at risk. CEDAR is also used to keep a record of actions taken and key persons involved in managing those risks.
 - c. All records of a safeguarding nature must be given to the safeguarding team or be destroyed if logged on CEDAR.

- d. Record management will be undertaken by the Safeguarding team
- 10 If you feel upset by a disclosure, you may speak to the Safeguarding and Support Manager who may sign post you to other avenues of appropriate support in liaison with the HR team
- 11 The DSL and DDSLs will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the young person's welfare.

Communication

This procedure will be communicated to all staff with updates annually. All staff will sign to confirm they have read and understood Part A of Keeping Children in Education, which is available on the All Staff area of Teams.

All staff will receive regular updates throughout the year through Staff Notices and Safeguarding will be a standing agenda item in all college meetings to ensure a clear flow of information and updates through all teams throughout the academic year.

Monitoring

The Deputy Principal / Designated Safeguarding Lead is responsible for the monitoring and application of this procedure

Related Documents

The following appendices provide further detail regarding the implementation and monitoring of this procedure:

- Appendix 1 Managing Allegations Against Staff (page 7)
- Appendix 2 Online Safety (page 11)
- Appendix 3 Staff Training and Induction (page 12)
- Appendix 4 Prevent Duty (page 14)
- Appendix 5 Indicators of Abuse, Neglect and Exploitation (page 15)
- Appendix 6 Quality Assurance (page 17)
- Appendix 7 Visible ID and Site Security (page 18)
- Appendix 8 Sexual violence and harassment (page 19)
- Appendix 9 Other safeguarding concerns and indicators (page 22)
- Appendix 10 Glossary of terms (page 27)
- Appendix 11 The Safeguarding Team (page 30)

Appendix 1 MANAGING ALLEGATIONS AGAINST STAFF

1. The College aims to provide a safe and supportive environment which secures the wellbeing and very best outcomes for learners at our College.
 - a. The College has a responsibility and Statutory duty under the Children Act (1989 and 2004 amendment) to take any allegation against a member of staff, governor, volunteer or visitor who works with children, young people or adult at risk of harm seriously and to have a clear policy and process in place to deal with it. All Managers need to ensure that all staff make themselves familiar with and adhere to this policy and procedure.
 - b. Keeping Children Safe in Education, September 2025 and Working Together to Safeguard Children 2023 (paragraph 223) states that:

Organisations and agencies working with children and families should have clear policies for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:

- *Behaved in a way that has harmed a child, or may have harmed a child*
- *Possibly committed a criminal offence against or related to a child*
- *Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.* (This may relate to a specific act or an accumulation of concerns including behaviours occurring outside of the work place which invite a judgment in respect of the compatibility of such behaviours with their 'work' role)
- *Behaved or may have behaved in a way that indicates they may not be suitable to work with children*

2. The statutory guidance contained within Working Together to Safeguard Children (2023) mandates local authority children's services to provide a Designated Officer (DO) who should be involved in the management and oversight of individual cases and undertake other complimentary activity to ensure that cases are dealt with as quickly as possible, consistent with a thorough and fair process. The Local Authority Designated Officer (LADO) has been retained. The Local Authority Designated Officer (LADO) must be consulted when there are concerns or an allegation has been made about a person in a position of trust.
3. If the person in a position of trust works with children in a different local authority, the referrer (DSL and/or Trust DSL) must contact the Designated Officer for allegations in that authority. In case of difficulty, the Local Authority Designated Officer (LADO) should be able to provide contact details.
4. Concerns or allegations about the behaviour of an adult in the children's workforce may arise in a number of different ways. For example:
 - a. An allegation made directly by a child or parent/carer.
 - b. An allegation made by a colleague or member of staff.

- c. Information from the Police or children's social care e.g. information arising from child protection enquiries about a worker's own children (see para.69).
- d. Information from a third party or member of the public.
- e. Information disclosed anonymously or online.
- f. Concerns generated through an employment relationship

The allegation could be about physical, sexual, emotional, online abuse and neglect. The allegation can be recent and/or historical. It may relate to a single incident or be a culmination of concerns. It may also cover other forms of behaviours and attitudes either at or outside of the work place, particularly where this calls into question the values that govern the personal behaviour and/or area of work, or questions their ability to safeguard children.

5. Low Level Concern

As a member of staff or volunteer, it is important to be clear about the distinction between an allegation, a low-level concern about the quality of care or practice or a complaint.

A low-level concern does not mean that it is insignificant. A low-level concern is any concern, doubt or worry that a member of staff or volunteer may have acted in a way that conflicts with the standards and values of our college. It includes any behaviour which does not meet the College's expectations causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the college may have acted in a way that:

- That is inconsistent with the staff code of professionalism, including inappropriate conduct outside or 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 with children
- Having favourites
- Taking photographs or children on their mobile phone, which are not for the purposes of evidence assessment for teaching and learning
- Engaging with a child on a 1-1 basis in a secluded area or behind a close door or
- Humiliating students

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and form a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the college from becoming the subject of potential false low-level concerns or misunderstandings.

Complaints

Complaints are generally expressions of dissatisfaction or concern that might relate to the care of the child(ren), the interactions of adults in the organisation with family, or aspects of the adult's conduct which do not reach a threshold of 'harm' to a child. Often complaints can be resolved informally by people coming together and sorting things out.

More serious complaints that cannot be resolved informally and the college's Complaints Policy should be followed.

Allegation

When a child or young person is allegedly not being adequately cared for or is being harmed by an identified adult who is working in a position of trust, then the matter will need to be treated as an allegation of abuse or neglect and the referral process referred to in this document must be followed.

6. Whistleblowing Policy

The Trust Whistleblowing Policy is available to all staff and should be used when you need to raise a concern that could be within the public interest to be explored.

7. We recognise that sometimes the behaviour of adults such as staff volunteers or Governors may lead to an allegation of abuse being made.
8. The College follows Stoke-on-Trent Safeguarding Children Partnership **and** Staffordshire Safeguarding Children Board Procedures with respect to Managing Allegations against Adults Working with Children and Young People
9. If an allegation is made, or information is received about an adult who works or volunteers or visits in our College which raises concerns, including low level concerns the member of staff receiving the information should inform the Designated Safeguarding Lead and the Principal. Low level concerns shared about supply/ agency staff and contractors will be notified to their employers and the College will consult with LADO if unsure about the concern meeting the harm threshold.
10. Should an allegation be made against the Principal, this will be reported to the CEO of the Trust
11. In the event that neither the Principal nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by COO
12. Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal and CEO or Chair of Governors can contact the Local Authority Designated Officer directly.
13. When a concern is raised about an adult in our College, the DSL and/or Trust DSL will seek advice from the Local Authority Designated Officer (LADO) at the earliest opportunity (and certainly within 1 working day.) No one will undertake further investigations until they receive advice from the LADO.
14. The Local Authority Designated Officer will convene a strategy meeting when there are concerns that a person in a position of College has:-
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

15. We will work closely with the Local Authority Safeguarding and the Police, if they are involved, to support with any assessment or investigation as required.
The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the strategy discussion/meeting with the LADO). HR will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
16. If the LADO deems that the referral does not meet the criteria for their involvement, we may still undertake our own investigation into the alleged events and if necessary, invoke disciplinary procedures.
17. 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.
18. 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 any legal advice and advice from the LADO and HR.
19. **FOR INFORMATION** - The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally.

- Telephone free: - 0800 028 0285 (line is available from 8am to 8pm, Monday to Friday.)
- Email: help@nspcc.org.uk

Appendix 2 ONLINE SAFETY

1. It is essential that children are safeguarded from potentially harmful and inappropriate online material.
2. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:
 - a. **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
 - b. **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.
 - c. **Conduct:** 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
 - d. **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/>)

Curriculum Coverage

Students are taught about the issue surrounding online safety as part of our tutorial programme (PPD). Teaching covers the following in relation to online safety:

- How to identify online risks
- How and when to seek support
- Harms and risks
- Disinformation and misinformation
- Personal data
- Privacy settings
- Grooming
- Fake profiles

Students also learn the strategies and skills they need to manage personal wellbeing.

Appendix 3 STAFF INDUCTION, TRAINING AND DEVELOPMENT

1. The DSL/DDSLs will undergo updated relevant Safeguarding training annually. Records of the Safeguarding Team training is kept by the Safeguarding and Support Manager (DDSL). Training for the DSL and DDSLs should provide them with a good understanding of their own

role, and the processes, procedures and responsibilities of other agencies, particularly children's social care so that they:

- a. Understand the assessment processes for providing early help and statutory intervention, including local criteria for action and local authority children's referral arrangements
 - b. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - c. Enable each member of staff to have access to and understand the college's policy and procedures and how to report a safeguarding concern
 - d. Are alert to the specific needs of children in needs, those with special educational needs and young carers
 - e. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
 - f. Understand the importance of information sharing, both within the college and with the safeguarding partners, other agencies organisations and practitioners
 - g. Keep detailed, accurate, secure and written records of concerns and referrals
 - h. Understand and support the college with regards to the requirements of the Prevent Duty and can provide advice and support to staff on protecting children and young people from the risk of radicalisation
 - i. Can understand the risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children and young people safe whilst they are online at college
 - j. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children and young people to stay safe online
 - k. Obtain access to resources and attend any relevant or refresher training courses
 - l. Encourage a culture of listening to children and young people and take account of their wishes and feelings among all staff, in any measures the college may put in place to protect them
2. All new members of staff, including temporary staff, will be given an induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, online safety, child-on-child abuse and familiarisation with the Child Protection and Safeguarding Policy and Procedure, Staff Code of Conduct, The Prevent Duty and Part 1 of Keeping Children Safe in Education: 2025.
 3. All staff members of the College will undergo Stoke-on-Trent Safeguarding Children Level 1 face to face Safeguarding and child protection training at least every three years.
 4. In addition to 3 yearly Level 1 Safeguarding training, all staff will receive annual Safeguarding and child protection updates (for example via staff notices; briefing sessions or training;) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard students effectively. This will be provided by the DSL/DDSL.

5. Governors will receive appropriate Safeguarding and Child Protection training at induction and at regular intervals to provide them with the knowledge to ensure the College's policy and procedures are effective through the Trust Strategic Safeguarding Lead
6. We will ensure that staff members provided by other agencies and third parties, for example casual/temporary staff and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in the College's face to face training if it takes place during their period of work for the College.

Appendix 4 PREVENT DUTY

All schools and Colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 and must have 'due regards to the need to prevent people from becoming terrorists or

supporting terrorism. The duty is known as the Prevent Duty and is part of the wider safeguarding obligations of the college. Please also refer to the British Values and Prevent Procedure.

Preventing Radicalisation

Children may be susceptible to radicalisation into terrorism.

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 is the process of a person legitimising support for, or use of, terrorise violence.

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 of 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.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Staff should use their judgment in identifying young people who might be at risk of radicalisation and report this to the Safeguarding team who may make a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative of the college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

Appendix 5 ABUSE, NEGLECT AND EXPLOITATION

All staff should be aware of the indicators of abuse, neglect and exploitation understanding that children can be at risk of harm inside and outside of the college, inside and outside of home and online. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. **If in doubt, all staff should speak to the Safeguarding Team.**

All college staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff should consider whether children are at risk of abuse of exploitation in situations outside their families. Extra familial harms take a variety of different forms and children 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 should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children 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.

In all cases, if staff are unsure, they should always speak to the Safeguarding Team.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them, or more rarely, by others.

Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (known as child-on-child abuse) in education and **all staff** should be aware of it and how to deal with it. (See appendix 8 for more information).

Neglect: 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 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.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Appendix 6 QUALITY ASSURANCE

We will ensure that systems are in place to monitor the implementation of and compliance with Child Protection and Safeguarding Policy and this procedure. This will include:

- Lessons learned reviews with the Safeguarding team
- Sampling of the Single Central Record
- Completion of the Safeguarding audit specified by the Stoke on Trent Safeguarding Children Partnership and using the audit tool provided by them for this purpose
- Regular meetings with the Link Governor
- Analysis and actions arising from Student Voice activities
- Regular meetings of the cross-college Safeguarding and Mental Health Committee
- Regular reporting to the Senior Leadership Team and the Local Governing Body

A proactive approach will be taken with staff and students to raise awareness of key issues impacting on our young people and the local community as well as recognising regional and national risks to ensure everyone is informed and know where to access information and support.

Appendix 7 VISIBLE ID AND SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure and must report any issues or concerns that may come to light.

We check the identity of all visitors coming into the College. Visitors are expected to sign in and out of our College and to display a visitor's badge while on the College site. Any individual who is not known or identifiable will be challenged for clarification and reassurance, this is the responsibility of all staff.

The policy of wearing ID badges on College premises are in place to ensure that the college meets its statutory duties to safeguarding learners, to provide a safe working environment for staff and to comply with the Prevent Duty.

All learners, are required to wear their ID badges on lanyards at all times and must be visible so that the college can easily identify students, staff and visitors.

Visible ID for those who wear a Niqab (face veil) or Burka (full body covering)

For those students may wish to wear a Niqab or Burka, the ID photograph for enrolment should be taken in a private area by a female staff. The photograph will be kept on the system but not printed onto the ID pass, which will just record their name and student number. The individual should be made aware that they may be required to remove their face covering if required for the purpose of security checks and for identity confirmation before examinations. A private area and female staff will be available at their required.

If a student loses or forgets their ID badge, they will be required to purchase a replacement at a cost of £5.

It is the responsibility of all staff to question anyone on site without an ID badge. If a someone cannot produce a badge they should be escorted to main reception.

In cases where students are deliberately flouting the rules, the Student Performance Management Procedure will be applied.

The College will not accept the behaviour of any individual, (parent, professional or anyone else) who threatens College security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse that person access to the College site.

Appendix 8 SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. In the college context, it also applies to all students in high education, including staff-student interactions.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator (s) attends the same College. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. All staff should maintain an attitude of 'It could happen here', which is especially important when considering child-on-child abuse.

The college has a **zero-tolerance** approach to sexual violence and sexual harassment. Student performance management procedures will apply and the relevant HR policies if required. It is never acceptable and will not be tolerated. It should never be passed off as 'banter', 'just having a laugh', a 'part of growing up' or 'boys being boys'. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

The college recognises, acknowledges and understands the scale of harassment and abuse and that if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

The college challenges physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers.

Sexual Violence

The college is aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it **can happen both inside and outside of school/college**. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the

penetration is sexual, B does not consent to the penetration and A does not reasonable believe that B consents

- **Sexual assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonable believe that B consents. Sexual assault covers a wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.

What consent is – Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration on if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. For HE students this applies to all students including staff-student interactions. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual 'jokes' or taunting
- physical behaviour such as deliberately brushing against someone, interfering with someone's clothes. When any of this crosses a line into sexual violence it is important to talk to and consider the experience of the victim.
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence)
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence

- Sharing of unwanted explicit content
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation; coercion and threats, and
- Coercing others into sharing images of themselves or performing acts they're not comfortable with online

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

It is important that we consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. A useful umbrella term is 'harmful sexual behaviour' (HSB). The term has been widely adopted in child protection and is used in this advice.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than 2 years' difference or if one of the child is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Responding to reports of sexual violence and sexual harassment

Where a disclosure is made and reported to the Safeguarding team, they will work with the relevant external professionals and support agencies to ensure the most appropriate support and interventions are put in place, including any internal support from the wellbeing team. Safeguarding team will also refer to the relevant curriculum managers who will ensure academic support and interventions are available.

The safeguarding team will maintain up to date and relevant training to enable referrals to be handled sensitively. Safeguarding reporting to SLT and the LGB will make specific reference to any complaints made relating to sexual violence and harassment.

Appendix 9 OTHER SAFEGUARDING CONCERNS AND INDICATORS

Child abduction and community safety incidents	<p>This is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.</p> <p>Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.</p>
Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)	<p>Different forms of harm often overlap. Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.</p> <p>In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.</p> <p>Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.</p> <p>Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.</p> <p>Some of the following can be indicators of both child criminal and sexual exploitation where children:</p> <ul style="list-style-type: none"> • Appear with unexplained gifts, money or new possessions • Associate with other children involved in exploitation • Suffer from changes in emotional well-being • Misuse alcohol and other drugs • Go missing for periods of time or regularly come home late, and • Regularly miss education or do not take part in education <p>Children who have been exploited will need additional support to help keep them in education.</p> <p>CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.</p> <p>Some additional specific indicators that may be present in CSE are children who:</p> <ul style="list-style-type: none"> • Have older boyfriends or girlfriends; and • Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

County Lines	<p>This is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.</p> <p>Children can be targeted and recruited into county lines in a number of locations including post 16 institutions, care homes and any type of school or education setting.</p> <p>Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitations as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.</p> <p>A number of indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:</p> <ul style="list-style-type: none"> • Go missing (from education or home) and are subsequently found in areas away from their home • Have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime) • Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs • Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection • Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity • Owe a 'debt bond' to their exploiters • Have their bank accounts used to facilitate drug dealing
Children absent from education	<p>Children absent from education repeatedly and/or for prolonged periods, and children missing education can act as avital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff follow the college procedure for attendance as set out in the Student Performance Management Procedure.</p>

Children with family members in prison	Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.
Cybercrime	<p>This is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:</p> <ul style="list-style-type: none"> • Unauthorised access to computers (illegal 'hacking') for example accessing a college computer network to look for test papers answers or change grades awarded • 'Denial of Service' (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and, • Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. <p>Children particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.</p>
Domestic Abuse	<p>The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be 'personally connected' (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.</p> <p>All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse 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.</p>

	Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 160. However, as with any child under 18, where there are concerns about safety or welfare, a referrals must be made to the Safeguarding Team.
Operation Encompass	This operates in all forces across England. It helps police and education providers to work together to provide emotional and practical help to children. This ensures that we have up to date relevant information about the circumstances to enable immediate support, according to the child's needs.
Homelessness	Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. In some cases 16 and 17year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.
Mental Health	Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress in learning.
Modern Slavery	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
So called 'honour'-based abuse (including female genital mutilation and forced marriage)	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. All forms of HBA are abuse (regardless of the motivation). FGM comprises 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. <i>Where FGM has taken place, since 31 October 2015, there has been mandatory reporting duty placed on teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is Section 5B of the Female Genital Mutilation Act 2003(as inserted by section 74 of the Serious Crime Act 2015). Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students but the</i>

	<p><i>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 is mandatory reporting duty applies.</i></p> <p>Teachers must personally report to the police cases where they discover an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still refer to the Safeguarding Team who will support with the appropriate reporting. This does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is over 18. In these cases teachers should report to the Safeguarding Team.</p>
Forced marriage	<p>Forcing a person into 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 into a marriage. 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). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.</p> <p>In addition, since February 2023 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.</p>

Appendix 10 GLOSSARY OF TERMS

Glossary of terms	
Abuse	A form of maltreatment which includes physical, sexual and emotional harm or neglect. A person may abuse a child by inflicting harm or by failing to act to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely by a stranger.
Care experienced (LAC)	Looked After Child
CAMHS	Child & Adolescent Mental Health Service
CET	Child Exploitation Team (within Staffordshire Police)
Child or young person	Anyone who has not yet reached their 18th birthday
Child protection	The activity undertaken to protect specific children who are identified as suffering, or likely to suffer, significant harm. Child protection is one element of Safeguarding.
CIN / CIN Plan	Child in Need / Child in Need Plan (under s.17 Children Act 1989)
CP / CP Plan	Child Protection / Child Protection Plan (under s.47 Children Act 1989)
CME	Children Missing from Education
CSA	Child Sexual Abuse
CSE	Child Sexual Exploitation
DA	Domestic Abuse
DASV	Domestic Abuse and Sexual Violence
DSL	Designated Safeguarding Lead
Deputy DSL	Deputy Designated Safeguarding Lead
Early help	Providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
Early Help Assessment (EHA)	A way of identifying the strengths and needs within a family in order to provide the right help and support at the right time.
FGM	Female Genital Mutilation
First Response	Safeguarding Referral Team (Staffordshire)
Harm	The ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
HBV	Honor-Based Violence
LADO	Local Authority Designated Officer
MARAC	Multi Agency Risk Assessment Conference
Parent	Birth parents or adoptive parents i.e. those with parental responsibility. It is recognised, however, that other adults may be in a parenting role, for example step parents and foster carers.
Safeguarding	The action we take to promote the welfare of all children and prevent them from coming to any harm.
SCR	Serious Case Review

Glossary of terms	
Section 17	Section of the Children Act 1989 which gives Local Authorities a general duty to safeguard and promote the welfare of children within their area who are In Need
Section 47	Section of the Children Act 1989 which places a duty on Local Authorities to make enquiries into the circumstances of children considered to be at risk of significant harm and, where these inquiries indicate the need, to decide what action, if any, it may need to take to safeguard and promote the child's welfare
Section 47	If a child is taken into police protection, is the subject of an Emergency Protection order or there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm, a Section 47 Enquiry is initiated
(L)SCP	(Local) Safeguarding Children Partnership
Sext/Sexting	Sending sexually explicit photographs or messages via devices connected to the internet, particularly mobile phones
Significant harm	The threshold that requires compulsory intervention in the family for the best interests of the child.
Sextortion	A form of sexual exploitation, involving blackmail, extortion and/or bullying of a victim by a perpetrator who possesses sexual images/video of them. Victims have been known to take their own lives
(L)SCP	(Local) Safeguarding Children Partnership
Vulnerable Adult	A vulnerable adult is someone aged 18 or above who may need community care services for reasons like mental health issues, disability, age or illness. They may not be able to take care of themselves or protect themselves from harm or exploitation

OUR SAFEGUARDING TEAM



**NICKY
BIRCH**

**DEPUTY PRINCIPAL/
DSL**



**CHARLOTTE
BARKER**

**SAFEGAURDING & SUPPORT
MANAGER/DDSL**



**CLARE
BOWKER**

**SAFEGUARDING &
SUPPORT OFFICER/DDSL**



**MALAIKA
MAJID**

**SAFEGUARDING &
SUPPORT OFFICER/DDSL**

**IF YOU FEEL UNSAFE OR HAVE A CONCERN,
SPEAK TO A MEMBER OF THE SAFEGAURDING TEAM.
YOU CAN ALSO SPEAK TO ANY MEMBER OF STAFF,
YOU WILL BE LISTENED TO.**



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G28 AND G27