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# Child and Vulnerable Adult Protection Policy and Procedures

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## Introduction

Middlesbrough College fully recognises its statutory and moral duty to promote the safety and welfare of those students who are under the age of 18 years and those adult students who are deemed to be at risk; however, the College has a moral duty and is committed to the safeguarding of all students regardless of their age and vulnerability.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and the Education Act 2002. This policy is also in line with the government publication, Working Together to Safeguard Children 2018, the statutory guidance Keeping Children Safe in Education 2023, the Care Act 2014, the Counterterrorism and Security Act 2015, Prevent duty guidance: for further education institutions in England and Wales (2015), the local Safeguarding Children Partnerships and the Safeguarding Adults Board procedures.

## Scope

This policy and its procedures will apply to:

1. Governors
2. Employees of the College
3. Students / Apprentices
4. Volunteers
5. Contractors
6. Employers providing work placements or an apprenticeship.
7. Agency / Supply Staff
8. Third party organisations using college premises.
9. All other users of the College.
10. All College activities.

The College recognises that safeguarding and promoting the welfare of its students is **everyone's** responsibility. Everyone who comes into contact with a student and their families and carers has a role to play in safeguarding.

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## Definitions

Although legislation is specifically related to children and adults at risk as defined below, the College is committed to the safeguarding of **all** students and the terms student or learner are used throughout this policy.

### **Safeguarding Children**

In terms of this policy, a child is defined as anyone who has not reached their 18<sup>th</sup> birthday.

Safeguarding and promoting the welfare of children is defined in 'Keeping Children Safe in Education (2023)' as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

### **Safeguarding Adults**

An adult at risk of abuse or neglect is defined as someone who has needs for care and support, who is experiencing, or at risk of, abuse or neglect and as a result of their care needs - is unable to protect themselves. For the purposes of this policy, an adult is a person, aged 18 years and over who is at a greater risk of suffering abuse or neglect because of physical, mental, sensory, learning, or cognitive illnesses or disabilities; and substance misuse or brain injury.

The Care Act 2014 describes safeguarding as a means of protecting an adult's right to live in safety, free from abuse and neglect. It further states that it is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

## Legislation

This Policy and accompanying procedures are underpinned and shaped by the relevant legislation and guidance including:

- a. The Children Act 1989
- b. The Education Act 2002
- c. The Children Act 2004
- d. Tees Safeguarding Children Partnerships' Procedures (<https://www.teescpp.org.uk/>)
- e. The Human Rights Act 1998
- f. Equality Act 2010

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- g. Mental Capacity Act 2005
- h. "Safeguarding Adults" – National Framework of Standards, Association of Directors of Social Services 2005
- i. Safeguarding Vulnerable Groups Act 2006
- j. Safeguarding Adults – Teeswide Safeguarding Adults Board Interactive Procedures 2021 (<https://www.tsab.org.uk/key-information/policies-strategies/interactive-inter-agency-safeguarding-adults-procedure/>)
- k. Keeping children safe in education – 2023
- l. Working Together to Safeguard Children – 2018
- m. Sexual Offence Act 2003 (position of trust offence)
- n. Counter Terrorism and Security Act 2015
- o. FGM Act 2003 (further Serious Crime Act 2105)
- p. Care Act 2014 – sets out a clear legal framework on how local authorities and other organisations should protect adults at risk of abuse or neglect.
- q. The Data Protection Act 2018
- r. The Children and Families Act 2014
- s. Work based learners and the Prevent statutory duty guidance 2018.
- t. Prevent duty guidance: for further education institutions in England and Wales (2015) (Updated 7<sup>th</sup> September 2023)

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## 1. Responsibilities

The **Governing Body** will:

- i. Ensure that the College has an effective Safeguarding Policy in place which is updated annually, and that the College contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2023, and the Care Act 2014.
- ii. All governors will take part in safeguarding training at point of induction, which is regularly updated. Governors should all be aware of and fulfil their strategic and legislative responsibilities.
- iii. Ensure that the College's Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the local Safeguarding Children Partnerships and the Teeswide Safeguarding Adults Board.
- iv. Ensure that the College complies with the Prevent Duty as set out in the Counterterrorism and Security Act 2015 and Prevent duty guidance: for further education institutions in England and Wales (2015) (Updated 7<sup>th</sup> September 2023)
- v. Ensure that the policies and procedures in place enable appropriate action to be taken in a timely manner to safeguard and promote students' welfare.
- vi. Ensure that appropriate filtering and monitoring is in place to safeguard students from cyberbullying, suicide, gang membership, violence, or an inappropriate use of college resources.
- vii. Appoint a Governor with responsibility for Safeguarding and Prevent who will liaise with the Principal and the Designated Safeguarding Lead and be a member of the College's Safeguarding & Welfare Committee.
- viii. Ensure that a Designated Safeguarding Lead is appointed to lead on safeguarding, advise/support staff and liaise with the Local Authority and other agencies. He/she will have status/authority to carry out the role e.g., commit resources to safeguarding and direct staff as appropriate.
- ix. Give scrutiny to regular reports which will provide detail on the numbers and types of safeguarding incidents and concerns which have arisen, along with updates from Human Resources and Workforce Development.
- x. Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- xi. Ensure that a member of the Governing Body is nominated to liaise with the designated officer for the relevant local authority and partner agencies in the event of a safeguarding allegation being made against the Principal.

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The **Principal** ensures that:

- i. The policies and procedures adopted by the College are implemented and followed by staff.
- ii. Sufficient resources and time are allocated to the safeguarding team to discharge their responsibilities.
- iii. All staff and volunteers feel able to raise concerns about poor or unsafe practice with regards to young people/adults at risk and such concerns are addressed sensitively and effectively in accordance with the Public Interest Disclosure Policy, where appropriate.
- iv. Cases are reported to the Disclosure and Barring Service if a person ceases to work in education and there are grounds for believing that she/he may be unsuitable to work with young people/adults at risk or may have committed misconduct.
- v. Allegations made concerning the behaviour of the Strategic Designated Safeguarding Lead (SDSL) or the Operational Designated Safeguarding Lead (ODSL) are investigated and addressed in line with current policy.
- vi. Ensure that no full-time student under the age of 16 will be taught in class with peers post 19 years unless a teacher/LSA is present at all times.
- vii. A system is in place that regularly and randomly checks that students and visitors hold the appropriate lanyard.
- viii. Staff understand that it is a compulsory requirement that they show when requested staff lanyards when teaching on and off campus.
- ix. Safety measures are put in place to keep children safe whilst working from home online.

**Designated Staff** are (safeguarding young people and adults at risk team)

- i. Aimey Adamson Strategic Designated Safeguarding Lead – Vice Principal for Students and Communications
- ii. Joanne Fields Operational Designated Safeguarding Lead – Director of Student Services
- iii. Deputy Designated Safeguarding Leads, Melissa Wilkinson, Senior Safeguarding and Welfare Officer; Emma Betiku, Mental Health Lead; Craig Duggan, Associate Director of SEN (Special Educational Needs). (Appendix G)

**Responsibilities include.**

**a. Links and Referrals**

- i. Liaison with the local authority, other agencies, and schools, including those with Key Stage 4 pupils attending College.

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- ii. Referral of cases of suspected abuse or allegations of abuse to the relevant investigating agencies, contributing to assessment /case conferences as appropriate.
- iii. Acting as a source of support, and expertise within the College when deciding whether to make a referral and liaising with relevant agencies.
- iv. Liaising with the Principal to inform of any issues and ongoing investigations and ensure there is always cover for this role.
- v. Maintaining accurate, secure records of referrals or concerns including those classified as requiring Early Help.
- vi. Periodic review of this policy.

## **b. Training**

- i. Undertaking relevant child protection and safeguarding and Prevent training, including refresher training every 2 years, to ensure roles and responsibilities are carried out effectively.
- ii. Ensuring staff who work with young people/adults at risk have information on the Safeguarding Policy and Procedures and they participate in appropriate induction and training.

## **c. Raising Awareness**

- i. Working with the college to ensure that the Safeguarding Policy is updated and formally reviewed annually or sooner if there are substantive legislative changes that are operational.
- ii. Arrangements are reviewed annually.
- iii. Identifying appropriate methods to inform students, parents and carers of the College's safeguarding and partnership arrangements.
- iv. Forwarding relevant information when young people who are subject to any safeguarding intervention or Adults at risk who are subject to Multi Agency Risk Management Plan, move to another educational establishment.
- v. Provide an Annual Safeguarding Report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by self, staff with specific responsibility and all other staff and Governors and number and type of incidents/cases.
- vi. Ensure the quality assurance of the provision of safeguarding information, advice and guidance and procedures.

## **d. Learners/potential learners who may pose safeguarding risks.**

- i. Where it is judged by the college that a potential student who has made an application of study may pose safeguarding risks, the college can request that the application is declined. In such an

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instance, the case will be forwarded to the Vice Principal for Students and Communications for consideration and determination. As circumstances allow, the potential student, parents and external professionals will be consulted. The potential student does not need to have a criminal conviction for an application to be declined.

- ii. If, during the course of their study, information arises which indicates a learner may pose safeguarding risks, the college can conduct a risk assessment, additional safety measures, identify alternative access to learning or in serious circumstances suspend the learner without prejudice. As circumstances allow, the potential student, parents and external professionals will be consulted.

## **All College staff and volunteers have a responsibility to:**

- i. Be aware of and implement the College's Policy on Safeguarding Young People and Adults at risk including referral and their role in it.
- ii. Provide a safe, secure, and supportive environment for all College users.
- iii. Listen to young people and adults at risk and respond in an appropriate way.
- iv. Protect young people and adults at risk from abuse.
- v. Know the identity of Designated Staff including Strategic Designated Safeguarding Lead (SDSL) Aimey Adamson and the Operational Designated Safeguarding Lead (ODSL) Joanne Fields and The Deputy Designated Safeguarding Leads (DDSL) Melissa Wilkinson, Emma Betiku and Craig Duggan and the wider Safeguarding Team and how to contact them. (See Appendix G)
- vi. Make referrals via the Designated Staff, in accordance with the College procedures described within this policy document.
- vii. If they work with young people or adults at risk, undertake safeguarding training which is appropriate to their role.
- viii. Actively participate in the checking and challenging of students in relation to the displaying of identification cards when requested.
- ix. Actively participate in the checking and challenging of visitors in relation to the wearing of identification cards.

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Safeguarding Students Procedure Flow Diagram





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## 2. Key Definitions for Children and Young People at Risk

### a. Children in Need of Protection

Some children and young people are in need because they are suffering or likely to suffer “significant harm”. Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person.

### b. Children in Need

Children and young people who are defined as being “in need” under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

### c. Significant Harm

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to act (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

### d. Early Help

Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of ‘Working Together to Safeguard Children 2018’ provides detailed guidance on the Early Help process. The Safeguarding Team/and or Progression Coach Team will be responsible for identifying and implementing any Early Help measures which are required.

- e. The use of ‘reasonable force: KCSIE (Keeping Children Safe in Education) 2023 states that there are circumstances when it is appropriate for staff to use reasonable force to safeguard students. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 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.

All use of reasonable force will be recorded on the online system using “physical intervention” as a tag to record and monitor the use of physical interventions.

- f. **Contextual Safeguarding:** Assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors, so it is important that colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

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- g. Mental Health:** As stated in Keeping Children Safe in Education 2023, all staff should be aware that declining mental health can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health concern or be at risk of developing one. Any such observation or report of a child with poor mental health must be raised with the Operational Designated Safeguarding Lead (ODSL) or Deputy Designated Safeguarding Lead (DDSL) Emma Betiku who also acts as the college Mental Health Lead.

## Types of abuse and Neglect

*Working Together to Safeguard Children (2018)* sets out definitions of abuse which are used for the purposes of making a child or young person subject to a Child Protection Plan. It should be emphasised that children can be abused both by other children as well as adults and similarly that adults may be abused by children as well as other adults.

**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. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, 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.

**Psychological & 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. 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 a 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 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 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, the sharing and re-sharing of sexualised imagery, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a

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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.

**Domestic Abuse:** Involves an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer.

Domestic abuse can include, but is not limited to, the following:

Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)

- Psychological and/or emotional abuse
- Physical or sexual abuse
- Financial or economic abuse
- Harassment and stalking
- Online or digital abuse

## Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and the college work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in the college before the child or children arrive at college the following day. This ensures that the college has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or the college should make a referral to local authority children's social care if they are concerned about a child's welfare.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

**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 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

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

**Self-Neglect:** a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

**Discriminatory Abuse:** This form of abuse exists when values, beliefs, or culture result in a misuse of power that denies opportunity to some groups or individuals. It can be a feature of any form of abuse of an adult, but can also be motivated because of age, gender, sexuality, disability, religion, class, culture, language, race, or ethnic origin.

Discriminatory abuse can result from situations that exploit a person's vulnerability by treating the person in a way that excludes them from opportunities they should have as equal citizens, for example, education, health, justice and access to services and protection.

**Financial Abuse:** covers a wide variety of activities, from mishandling finances to fraud, but may broadly be described as a violation of an individual's rights relating to their financial affairs or assets. Section 42(3) of the Care Act 2014 define 'abuse' as including financial abuse, which covers:

- having money or other property stolen
- being defrauded
- being put under pressure in relation to money or other property; and
- having money or other property misused

Financial abuse includes but is not limited to:

- **theft** – either physically, or through transfer of funds from the vulnerable person
- **misappropriation or misuse of money or property** – for example, improper use of money or assets when handling it for a vulnerable person under informal arrangements.
- **exerting undue influence to give away assets or gifts** – this can include putting inappropriate pressure on a vulnerable person to change their will, or make gifts they otherwise would not, or to sign over the family home to one relative when the vulnerable person is about to go into residential care.
- **putting undue pressure on the vulnerable person to accept lower-cost/lower-quality services** in order to preserve more financial resources to be passed to beneficiaries when the person dies.
- **misuse of a vulnerable person's assets by professionals** – for example, by
- **misuse of welfare benefits** by those appointed to manage such benefits on behalf of someone lacking capacity.

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- **misuse by paid carers or family members of local authority direct payments**, which should be used to pay for care and support.
- **internet and postal scams** that fraudulently obtain payments from a vulnerable person.
- **identity fraud**, where the perpetrator gains access to the vulnerable person's identification documents and takes out credit cards and loans in their name.

**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.

**Organisational Abuse:** Organisational or institutional abuse is the mistreatment of people typically in their workplace brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service, or organisation.

**Child on Child abuse:** Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, upskirting, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

**Sexual violence and harassment:** Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND (Special Educational Needs or Disabilities) and LGBT children are at greater risk. As set out in Part One of Keeping Children Safe in Education 2023, all staff are advised to maintain an attitude of sexual violence and sexual harassment could happen here.

**Responding to reports of sexual violence and sexual harassment:** How college staff respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. It is essential that 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.

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 or their experience minimised.

All reports of sexual harassment must be reported in line with college safeguarding procedures informing the ODSL. The ODSL will take a leading role using their professional judgement, supported by other agencies, such as children's social care and the police as required.

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**Child Missing from Education** - students who are absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation. Staff within the college should follow the Maximising Attendance Policy to ensure that internal referrals are made to the safeguarding team where there is a concern, this will be shared at weekly at-risk meetings. There should also be external referrals made to local authorities through the attendance concern form where there is a concern for a student's attendance.

**Specific Issues and Further Information** - Specific advice should also be sought in relation to specific situations including forced marriage, the effects of domestic violence on young people, female genital mutilation, children, and young people who sexually abuse or who are exploited and those affected by drug and alcohol abuse in families.

Abuse of Trust - under the Sexual Offences Act 2003 it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This includes teaching and a range of support staff within educational establishments.

## Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [NSPCC](#) website. Schools and colleges can also access current government guidance on the issues listed below via the [Gov.UK](#) website:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage.
- gangs and youth violence
- gender-based violence (including transgender)/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- transgender students
- children missing education/persistent absenteeism.
- child missing from home or care.
- hate crime.
- Child on Child abuse

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- sexual violence and harassment
- Cybercrime

## 2 Key Definitions for Adults at risk

An adult at risk is someone who is over 18 and vulnerable due to reasons of disability, age, or illness and who may be unable to take care of, or unable to protect themselves, against significant harm or exploitation.

Middlesbrough College is committed to safeguarding the welfare of all students regardless of age.

Where necessary, the ODSL should not delay in contacting the emergency services. The Safeguarding Adult process involves Police from the Vulnerability Unit but may also involve Police from the domestic violence unit or other relevant units.

Issues regarding consent from adults is complex. Whilst adults at risk have the right to make their own decisions about their personal wellbeing and safety there are limits to these choices.

1. The mental and cognitive ability of the person to make an informed choice.
2. Whether decisions are made under duress or coercion
3. Whether the decision would put the individual and others at serious risk of harm

Where appropriate, designated staff will seek further advice on these issues from TWASB.

Categories of abuse may include but are not limited to.

- a. Physical abuse - may include hitting, punching, slapping, kicking, pinching, or scratching.
- b. Psychological abuse - may include intimidation e.g., threats of physical harm, shouting, swearing, name calling, racist comments, deprived of normal activities or contact, humiliation, indifference, emotional blackmail.
- c. Sexual Abuse - includes rape, sexual assault, unwanted sexual acts, sexual acts with person unable to give consent, subject to indecent exposure or teasing or innuendo.
- d. Financial or material abuse - theft, fraud, extortion, gaining access to persons, funds, or possessions.
- e. Neglect and acts of omission -deliberate withholding of, or unintentional failure to provide care and support.
- f. Discriminatory abuse - oppressive and prejudicial attitudes towards a person's disability, age, race religion sexual orientations.
- g. Multiple or institutional abuse which includes an abusive regime or culture, ignoring a person's needs and wishes, misuse of professional power and control.
- h. Professional abuse is the misuse of therapeutic power and abuse of trust by professionals, the failure of professionals to act on suspected abuse/crimes, poor practice, or neglect in services.
- i. The use of 'Reasonable Force'
- j. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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## 3. Bullying and cyberbullying (all students)

Bullying is one of the most common forms of abuse. It would not be too unrealistic to conclude that most people have been a victim of bullying in some form at one time or another. Because of this it may be misperceived as 'part of growing up'. For some young people/adults at risk, however, bullying can be taken to the extreme and can make their lives intolerable. Bullying is something that needs to be taken very seriously. There is sufficient evidence to show that the consequences of bullying can be devastating both to the victim and their family.

### **There are three main types of bullying:**

- Physical, e.g., hitting, kicking or theft
- Verbal, e.g., racist, or homophobic remarks
- Emotional, e.g., persistent negative feedback

### **All these will include:**

- Deliberate hostility and aggression towards the victim
- A victim who is weaker and less powerful than the bully or bullies
- An outcome which is always painful and distressing for the victims

### **Bullying behaviour may include:**

- Other forms of violence
- Sarcasm, spreading rumours, persistent teasing
- Torment, ridicule, humiliation
- Racial taunts, antisemitism, graffiti, gestures
- Unwanted physical contact or abusive, offensive comments of a sexual nature

### **Online/Cyber Bullying: Mobile phone/ Computer**

Online/cyber bullying involves a number of behaviours including:

- Sending anonymous texts, making threats of violence
- Unwanted communicating through e mails/ social media/messaging/air drop/snapchat/tik tok.
- Unsolicited sharing of pictures and videos through social media/air drop/be real/snapchat/tik tok.
- Facilitating the spreading of rumours and exposing victims' identities
- Giving out personal information that young people feel embarrassed about.
- Sending frightening or obscene images with or without a threat.
- Posting comments, messages, photos, or screenshots that are mean, threatening, untrue, personal, secret, or embarrassing.
- Anonymous messages or abuse (on social networks or online gaming).
- 'indirect' messages when you don't directly name someone, but everyone knows who you are talking about.
- Fake accounts or profiles.



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- Excluding people from online conversations or talking behind your back.

All forms of bullying are harmful and unacceptable, including cyberbullying. The use of technology in cyberbullying means that there are some significant characteristics that differ from bullying that takes place in physical spaces.

## These include:

**Profile:** people do not have to be physically stronger, older, or more popular than the person they are bullying online.

**Location:** cyberbullying is not confined to a physical location, and it can take place at any time. Incidents can take place in their own home, intruding into spaces that have previously been regarded as safe and private.

**Audience:** online content can be hard to remove and can be re-circulated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into cyberbullying, for example, by reposting, sharing and comments.

**Anonymity:** the person being bullied will not always know the identity of the person or people bullying them. They also will not know who has seen the abusive content.

**Motivation:** cyberbullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into cyberbullying involving a number of people over time.

**Antisemitism:** Antisemitism is hostility to, prejudice towards, or discrimination against Jews. This sentiment is a form of racism, and a person who harbours it is called an antisemite.

**Evidence:** online and mobile communications leave a digital trail.

Bullying can have a profound and negative affect on the person being bullied, the person carrying out the bullying, and on people witnessing the bullying (bystanders). Being a target of bullying increases the risk of being depressed later in life by more than half. Being a bully also increases the risk of becoming depressed.

Bullying has been related to negative long-term physical as well as mental health impacts, and to social and economic outcomes. The effects of childhood bullying can be evident many years later.

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It is important that all staff are aware of the Colleges Anti Bullying policy. It is important to note that not all bullying constitutes a Safeguarding or Child Protection matter, however continued bullying should be reported to a ODSL or a member of the safeguarding team.

## Guidance on the Prevention of Violent Extremism – The ‘Prevent’ Duty.

The Prevent strategy, which colleges have a legal duty to follow since September 2015, seeks to stop people being drawn into or supporting terrorism. This duty is held in law under the Counterterrorism and Security Act 2015 with revised Prevent duty guidance: for further education institutions in England and Wales (2015). In terms of Prevent, this part of the policy will cover all ages.

### Objectives of the Prevent duty are to:

- Ideology – Respond to the ideological challenge of terrorism and the threat we face from those who promote and support it.
- Institutions – Increase the resilience of institutions to resist terrorists and extremists. Priority areas; education, health, criminal justice system, faith institutions, internet, charitable sector, youth justice system.
- Individuals – Stop people from being drawn into terrorism and protect those vulnerable individuals who are at risk of radicalisation, ensuring they are given appropriate advice and support.

If there are concerns that a student is becoming radicalised and involved in an organisation which could ultimately harm the student and the community, this needs to be reported to the Designated Safeguarding Lead or a member of the safeguarding team who will refer them for support.

### In an emergency call 999.

Alternatively contact 101 (ask for Local Area Police Station or Public Protection Unit) if you think a crime has been committed in relation to abuse or neglect.

### The Channel Referral and Intervention Process

Any concerns of potential radicalisation or extremism should be made through the completion of a safeguarding disclosure form and submitted to the Designated Safeguarding Lead or a member of the safeguarding team.

The Designated Safeguarding Lead (or Deputy) will refer into Channel. Information is to be reported directly Prevent.Contest@cleveland.pnn.police.uk using the police intelligence form on the secure email and they will undertake preliminary investigations and assess family risk.

Local Authority Prevent Contacts		
Hartlepool:	Ken Bennett 01429 523100	<a href="mailto:ken.bennett@hartlepool.gov.uk">ken.bennett@hartlepool.gov.uk</a>
Middlesbrough:	Andy Shippey 01642 728690	<a href="mailto:andy_shippey@middlesbrough.gov.uk">andy_shippey@middlesbrough.gov.uk</a>
Redcar and Cleveland	Jay Hosie	<a href="mailto:jay.hosie@redcar-cleveland.gov.uk">jay.hosie@redcar-cleveland.gov.uk</a> 01642 44467

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	Improvement, Prevention & Commissioning Manager	
Stockton	Marc Stephenson, Community Protection Service Manager	01642 528439

**Example indicators that an individual may be engaged with an extremist group, cause or ideology include:**

- spending increasing time in the company of other suspected extremists.
- changing their style of dress or personal appearance to accord with the group.
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group, or cause.
- loss of interest in other friends and activities not associated with the extremist ideology, group, or cause.
- possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups).
- attempts to recruit others to the group/cause/ ideology; or
- communications with others that suggest identification with a group/cause/ideology.

**Example indicators that an individual may have an intention to cause harm, use violence other illegal means include:**

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills.
- using insulting or derogatory names or labels for another group.
- speaking about the imminence of harm from the other group and the importance of action now.
- expressing attitudes that justify offending on behalf of the group, cause, or ideology.
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

**Example indicators that an individual can cause harm or contributing directly or indirectly to an act of terrorism include:**

- having a history of violence.
- being criminally versatile and using criminal networks to support extremist goals.
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology, or construction); or
- having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training, or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this

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reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Outward expression of faith, in the absence of any other indicator of vulnerability, is not a reason to make a referral.

## Cybercrime

Cybercrime 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:

- unauthorised access to computers (illegal 'hacking'), for example accessing the computer network to look for test paper 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.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

## 5. Monitoring and filtering of college owned devices

Digital learning is integral to our teaching and learning strategy "Taking Teaching Higher", and as part of this we have given out over 6000 laptops to students across the college. We have a responsibility to protect learners as they use these devices. Legislation such as Keeping Children Safe in Education and the Prevent Duty and guidance such as Meeting Digital and Technology Standards in Schools and Colleges 2023 have solidified how high the Government expectations of college safeguarding responsibilities are. Not only must colleges ensure they have 'appropriate filtering' in place, but also 'appropriate monitoring', putting more of an emphasis on human interaction to ensure that vulnerable young people are safeguarded.

### Smoothwall Monitor - Managed Service

This has been designed to provide the most advanced on-device monitoring. Moderated by AI (Artificial Intelligence) technology and human specialists, this concentrates on supporting and educating the young people in our care, with peace of mind that should an incident arise, we will be alerted by one of their expert moderators. Smoothwall Monitor – Managed Service is the only solution of its kind to continuously build a profile of all users, allowing the system to accurately interpret between a one-off event or a consistent pattern of behaviour. Smoothwall Monitor also

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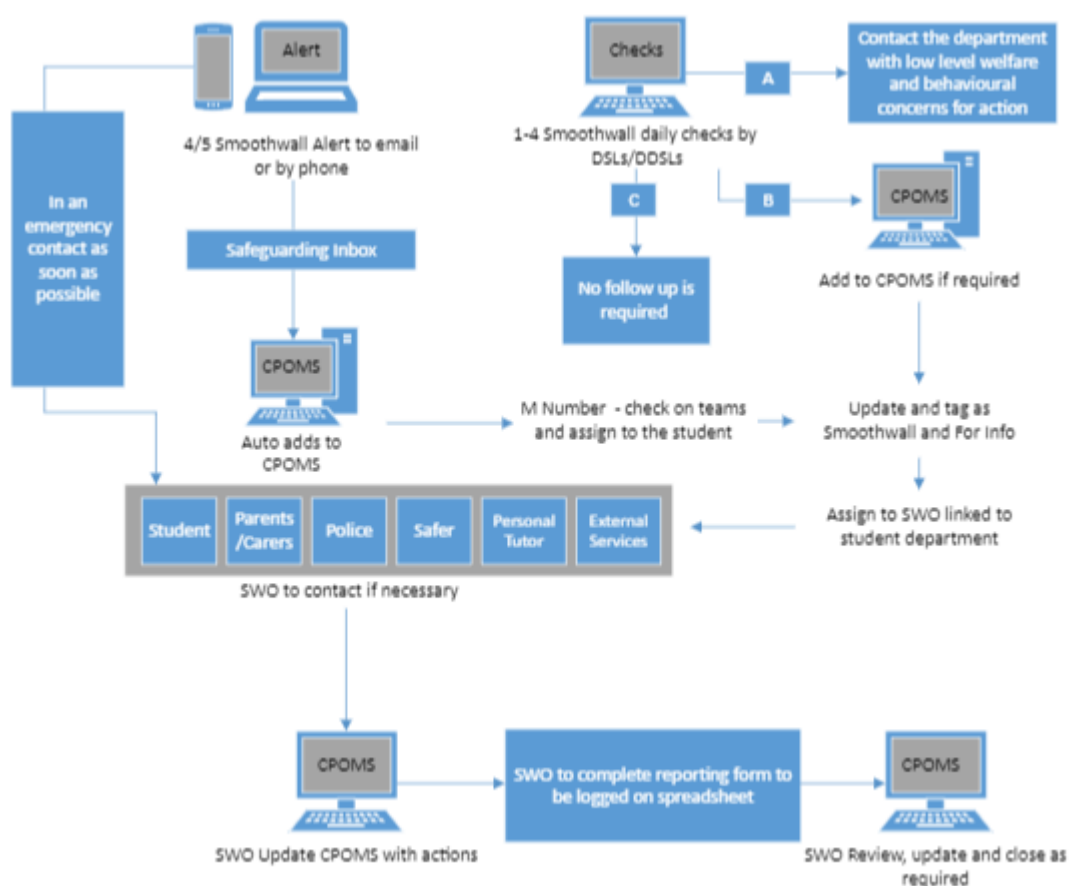
offers full integration with CPOMS (Child Protection Online Management System) further strengthening and integrating our recording, monitoring and intervention strategy.

Smoothwall Monitor and filter are real-time, digital monitoring and filtering solutions that flags incidents as they happen and filters inappropriate content. Monitoring both keystrokes and screen views, safeguarding staff are informed, through a variety of means, when users try to view or type harmful content.

The Designated safeguarding leads are responsible for understanding the filtering and monitoring system and being aware of content that may indicate risk to a student such as cyberbullying, suicide, gang membership, violence, or an inappropriate use of college resources. Early identification of a risk means early intervention and improved student outcomes.

The categories monitored are.

- Bullying/Violence
- Offensive User
- Sexual Content
- Vulnerable Person
- Oversharer
- Grooming
- Terrorism/Extremism
- General Risk



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The college recognises that Smoothwall monitors and filters 24 hours per day, 7 days a week and 365 days of the year however the college safeguarding team operates 8.30-17.00 Monday to Friday within term time, with reduced capacity in holidays so are able to react as soon as possible during college hours. Outside of college hours Smoothwall will not be monitored by the safeguarding team, they will pick up any voicemails and emails on the next working day.

## Wi-Fi Access in College

### Monitoring

Concerns on Smoothwall Monitor are scaled from 1-5 with 5 being threat to life (suicidal intent, terrorism) the Smoothwall system refers concerns to their moderation team who will assess, triage and action. Level 1-4 concerns are checked and actioned on a daily basis on the Smoothwall dashboard by the Safeguarding Team. The safeguarding team are alerted by email to level 4 and 5 concerns, however if there is a risk to life the ODSL will be contacted by phone. The diagram below shows the process for monitoring Smoothwall and how it is recorded.

DPI will monitor all devices in college on our Wi-Fi system. Staff, governors, students, and visitors will need to accept a certificate on their device when they use the Wi-Fi. This is stated in the Staff IT Acceptable Use Policy and the Learner IT Acceptable Use Policy.

*“all members of staff/students are aware of how network monitoring will occur and the range of disciplinary actions to be used if the systems are used inappropriately”.*

### Staff Monitoring

Staff and governors' college owned devices on all networks will be monitored as part of the Staff IT Acceptable Use Policy through Smoothwall. The HR (Human Resources) team will monitor staff devices through a separate a confidential part of the service. This will be monitored 8.30-5.00 Monday to Friday. Outside of college hours Smoothwall will not be monitored by the HR team, they will pick up any voicemails and emails on the next working day.

## 6. Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information within the college and with the three safeguarding partners, other organisations, agencies, and practitioners as required. College staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR (General Data Protection Regulations) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

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The Data Protection Act 2018 and GDPR do not prevent, or limit, 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 promote the welfare and protect the safety of children.

**Transfer of Child Protection Information:** When a child under the age of 18 transfers to another education provider, all information regarding Child Protection should be transferred to that provider where reasonably practicable, this is completed through CPOMS.

## 7. Recruitment and Selection

The College has an established recruitment and selection procedure and Human Resources Management processes that seek to identify individuals who are unsuitable to work with children. The College will undertake appropriate recruitment and vetting checks on individuals who are being considered for employment working with children and young people/adults at risk, this may include additional online vetting using social media where appropriate (KCSIE, 2023). The procedure and process ensure compliance with guidance issued from the Department for Education, UK employment legislation, and appropriate professional bodies (e.g., Chartered Institute of Personnel Development)

KCSIE 2023 guidance states that colleges must let potential candidates know that online searches will be done as part of due diligence checks ahead of their interview. This will help to provide reassurance to colleges that they can and should be conducting online checks of potential new hires to check for any public incidents or issues that might need to be discussed ahead of a hiring. It will also help candidates to prepare to answer questions around public incidents from their history.

## 8. Use of college premises by other organisations

Allegations relating to incidents taking place when a third-party organisation (or individual) is using the college's premises should follow the college's usual safeguarding policies and procedures and appropriate referrals to external agencies made.

## 9. Policy Review

The safeguarding team is responsible for the periodic review of this policy in line with updates to Keeping Children Safe in Education and other legislative changes.

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## Appendix A

### Middlesbrough College Safeguarding Young People/Adults at risk Procedures for Responding to Disclosures and Allegations of Abuse

The following notes provide detailed guidance for staff who receive a disclosure or who have concerns about allegations of abuse against a young person (under 18) or an adult at risk.

#### Student Disclosures (Appendix J)

If a student discloses, or you have reason to believe that they are at risk of any level 4 concerns, staff should bring the students straight to the safeguarding team and complete the referral form as soon as possible your first-hand account may be required for external referrals.

If the concern is a level 3, please complete the referral form as soon as possible and an SWO (Safeguarding Welfare Officer) will be allocated. If the concern is level 1 or level 2, please refer to the Wellbeing SharePoint or deal with the concern in the department. The safeguarding team will be happy to give staff advice and guidance where needed.

In addition, staff are encouraged to contact the Designated Staff if they have any initial concerns about the possible child protection or safeguarding situation using the Safeguarding Referral Form on the MC (Middlesbrough College) Portal.

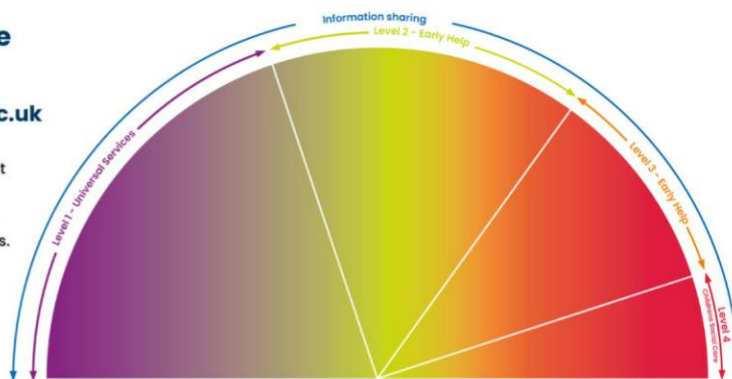
## Safeguarding Referral Form



Direct link available on staff portal  
[safeguarding@mbro.ac.uk](mailto:safeguarding@mbro.ac.uk)

If a student discloses, or you have reason to believe that they are at risk of any level 4 concerns, please bring the student straight to the safeguarding team and complete the referral form as soon as possible, as your first hand account may be required for external referrals.

If the concern is a Level 3 please complete the referral form as soon as practically possible and an SWO will be allocated. If the concern is Level 1 or 2, please refer to the Wellbeing SharePoint or deal with this in your department. The safeguarding team will be happy to give staff advice and guidance where needed.



Level 1 Examples
Young Parent
Sexual Health
Illness
Low Level Stress/ Anxiety
Friendship Issues
Classroom Behaviour

Level 2 Examples
Bullying
Questioning Gender &/ or Sexuality
Panic Attacks
Recurring Health Issues
Anger Issues
Young Carer

Level 3 Examples
Substance Misuse
Sofa Surfing
Hate Speech/ Crime
Self Harm &/or Voice Hearing
Youth Produced Sexual Imagery
Eating Disorders

Level 4 Examples Immediate risk to self or others
Groomed &/or Exploited
Sexual Violence (Victim/ Perpetrator)
Homeless & no where safe to go
Gang & Youth Violence
Suicidal Thoughts
Radicalised &/or Trafficked



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**If a child is in immediate danger or is at risk of harm and you cannot access a member of the safeguarding team**, a referral should be made to The Multi-agency safeguarding hub on 01642 726004 and/or the police [101](#) immediately. Anyone can make a referral. Where referrals are not made by the ODSL or member of the Designated Staff, the ODSL should be informed as soon as possible that a referral has been made.

## Receiving a Disclosure

### DO

- Stay calm and take allegations or suspicions of abuse seriously.
- Be honest and respond with tact and sensitivity to anyone who confides in you. Explain who you need to pass the information on to and why (i.e., the appropriate person in college who will seek further advice and help.) The young person can accompany you if he/she wishes.
- Re-assure the person that it is right to speak to someone.
- Allow the person to speak in his/her own way and time.
- If possible, ascertain if whether there are any immediate issues of safety for the person making the disclosure or any children/adults at risk.
- Discuss the need to refer to the appropriate person in college.
- Refer using the Safeguarding Referral form on MC Portal
- Make notes using the person's own words, date, and sign these, if possible, you should scan send to [safeguarding@mbro.ac.uk](mailto:safeguarding@mbro.ac.uk). Original copies of the referral notes should be handed to the ODSL for secure storage, separately from the main student records.

### DON'T

- Promise confidentiality (only those who need to know will be told).
- Make judgements.
- Investigate the allegation or suspicion of abuse.
- Ask leading questions or probe for details.
- Interpret what has been said or make assumptions about the situation.
- Contact parents/careers before seeking advice.

## Following up a Disclosure, Allegation or Suspicion of Abuse

- Complete the Safeguarding Referral Form on MC Portal as soon as practicable and as a matter of urgency.
- If a Safeguarding team member is not available, directly contact the ODSL/DDSL. If none are, available seek advice from a member of the Senior Leadership Team. In the event of staff above not being available or where there is an immediate significant risk to a young person, anyone can make a referral to social care or the police. You should notify a member of the team above as soon as it is safe to do so.
- Provide written details. Include the time, context and location of the disclosure, the name, address, date of birth, telephone contact and College course, if known. Sign and date the notes and email to [safeguarding@mbro.ac.uk](mailto:safeguarding@mbro.ac.uk).

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- All written information and rough notes will be securely retained within the online safeguarding system, as well as the original handwritten notes retained by the Designated Officer, with access only available within the safeguarding team on a need-to-know basis. The record will be retained for as long as is reasonably necessary.
- The Designated Staff may seek advice from STSCP if necessary.
- Where there are serious concerns of 'significant harm' the Designated Staff will refer immediately to STSCP.
- A referral form will be forwarded by the Designated Staff to STSCP.
- In an emergency where a child or adult at risk is in immediate danger or harm, or if urgent hospital treatment is needed staff should contact emergency services via 999 and then inform the ODSL/DDSL or available safeguarding team member as soon as possible.
- Both the person making the disclosure and if required, the member of staff to whom the disclosure was made can access support from the College's counsellor.
- In the event of an allegation of Child-on-Child Abuse or Sexual violence and harassment between peers there should be a risk assessment put in place for both the alleged victim and the alleged perpetrator (and any staff concerned if deemed necessary). This risk assessment will outline the control measures put in place by the College to protect both the alleged victim and the alleged perpetrator.
- Any concerns regarding staff should be referred to HR and the Safeguarding Allegations against a member of staff policy.

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## Appendix B

### **Middlesbrough College Safeguarding Young People/Adults at risk Types of Abuse and how to recognise them.**

The following explanations of types of possible signs of abuse are taken from Working Together to Safeguard Children (2018).

Lists of signs and symptoms cannot provide a definitive diagnosis of abuse and many children or young people or adults at risk at some time of their life may exhibit one or maybe more of them. However, such signs and symptoms may suggest abuse if a person exhibits either several of them, perhaps within a short space of time, or an extreme form of a particular symptom, or if a pattern of signs and symptoms emerges.

It is important that staff are aware of the signs and symptoms and, whilst they may be indicative of some other problem or issue, the possibility that the young person or adult at risk is being abused should not be discounted. Any concern about a young person or adult at risk who is showing signs of abuse or of being at risk of abuse should be followed up with the Designated Safeguarding Officer or a member of the Safeguarding team.

### **Physical Abuse**

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

#### **Possible signs**

- Fractures or any bruising
- Bruises and scratches to face and head.
- Pinch bruises or bite bruises
- Bruising around both eyes simultaneously
- Torn fraenum (skin linking upper jaw and lip)
- Fingertip bruising on front and back of chest (gripping)
- Finger or hand marks on any part of the body
- Ligation marks on either neck, arms, or legs
- Cigarette burns.
- Linear or shaped burns or bruises (e.g., iron/radiator)
- "non-cascade" scalds
- Head injury may be no outward sign of injury.
- Poisoning
- Bald patches
- Recurrent unexplained/untreated injuries or lingering illness

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## Possible behaviour

- Explanation inconsistent with injury
- Refusal to discuss injuries.
- Fear of going home or parents being contacted.
- Arms and legs kept covered in hot weather or fear of undressing.
- Aggressive bullying behaviour

## Frozen watchfulness/cowering/flinching at sudden movements.

- Withdrawal from physical contact
- Fear of medical help
- Admission of excessive punishment
- Running away
- Self-destructive tendencies

## Emotional Abuse

Is the persistent emotional maltreatment of a child or adult at risk such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to children or adults at risk 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 or adult at risk 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying) causing children or adults at risk frequently to feel frightened or in danger, or the exploitation or corruption of children or adults at risk. Some level of emotional abuse is involved in all types of maltreatment of a child or adult at risk, though it may occur alone.

## Possible Signs

- Speech delay, poor verbal ability, lack of communication skills
- Bed wetting, soiling (without physical cause)
- Lack of concentration, learning problems
- Unreasonable fear of new situations
- Eating disorders (overeating and under eating)
- Inappropriate emotional responses to stressful situations
- Low self-esteem
- Self-mutilation
- Alcohol, drugs, solvent misuse

## Possible Behaviour

- Over reaction to mistakes
- Obsessive behaviour (e.g., rocking, twisting hair, sucking thumb)

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- Withdrawal from relationships with other children
- Fear of parents/carer being contacted.
- Extremes of passivity or aggression
- Attention seeking
- Chronic running away.
- Compulsive stealing, scavenging for food or clothes.
- Impaired capacity to enjoy life.

## Neglect

Is the persistent failure to meet a child or adult at risk's, basic physical and/or psychological needs, likely to result in a serious impairment of the child's health or development or the health of an adult at risk. 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 or adult at risk from physical harm and external 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 or, unresponsiveness to a child or adult at risk's basic emotional needs.

## Possible Signs

- Unkempt appearance, poor personal hygiene
- Poor skin/hair condition
- Drop through height/weight centiles.
- Small stature (where not a family characteristic)
- Constant tiredness
- Repeated accidents
- Untreated medical conditions
- Inappropriate clothing
- Constant hunger
- Frequent lateness, or non-attendance at college
- Accidental self-poisoning

## Possible Behaviour

- Chronic running away.
- Compulsive stealing
- Scavenging of food and clothes
- Low self-esteem
- Neurotic behaviour (e.g., rocking, thumb sucking, hair twisting)
- Inability to make social relationships.
- Tendency to destroy things.

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## Sexual Abuse

Involves forcing or enticing a child or adult at risk to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child or adult at risk 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, the sharing and re-sharing of sexualised imagery, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child or adult at risk 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.

### Possible Signs

- Wetting and soiling themselves
- Sudden drop in college performance/poor concentration
- Obsessed with sexual matters as opposed to normal exploration.
- Changes from being happy and active to being fearful and withdrawn.
- Unexplained sources of money/gifts
- Urinary infections, bleeding, or soreness in the genital/anal areas
- Vaginal discharge – vaginal warts
- Soreness and bleeding to the throat
- Chronic ailments e.g., stomach pains, headaches without obvious cause
- Eating disorders
- Becomes severely depressed.
- Has a poor self-image
- Uses drugs/alcohol to excess.
- Not allowed to have friends around or to go out on dates.
- Fearful of undressing for physical education
- Venereal infection
- Pregnancy

### Possible Behaviour

- Overly compliant behaviour
- Behaves in a sexually inappropriate way in relation to their age.
- Withdrawn and unhappy, insecure, and 'clingy'
- Plays out sexual acts in too knowledgeable a way for their age.
- Regresses to behavioural pattern of much younger children
- Say of themselves that they are bad or wicked.
- Arriving early at college and leaving late with few, if any, absences
- Excessive masturbation – exposing themselves.
- Drawings of sexually explicit nature
- Attempts to sexually abuse another child.
- Recurring nightmares and/or fear of the dark

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- Had a 'friend who has a problem' and then talks about the abuse of 'a friend'.
- Self-mutilates/attempted suicide.
- Running away

## Specific Issues and Further Information

Further information and specialist advice is available on areas such as forced marriage, female genital mutilation, those affected by drugs and alcohol abuse in families, fabricated illness, children abused through prostitution, complex (organised or multiple) abuse involving one or more abusers and a number of children. Forced marriage is a marriage conducted without the full consent of both parties where duress is a factor. This should not be confused with an "arranged marriage". Forced marriage is regarded as a form of domestic abuse for adults, and where children are involved as a form of child abuse. Initial concerns should be reported to the Designated Staff who will liaise with appropriate agencies, Social Care Direct – Children's Initial Response Team/Adults Initial Response Team or the Police. Contact should not be made with the young person's family. For further information on forced marriages the Forced Marriage Unit can be contacted on 02070080151, Monday – Friday 9.00 am until 5.00 pm (outside these hours through the Foreign Office Response Centre on 02070081500), via email [fm@fco.gov.uk](mailto:fm@fco.gov.uk) or [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage)

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## Appendix C. Risk Assessment

### Middlesbrough College Learner Risk Assessment

Student Name:	Date: Academic Year:
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Background:

Hazards & Risks	Probability (High, Medium, Low)	Severity (High, Medium, Low)	Control Measures	Person responsible

Persons at risk:

Further Control Measures:

Date of Assessment:

Assessment carried out by:

Review Date:



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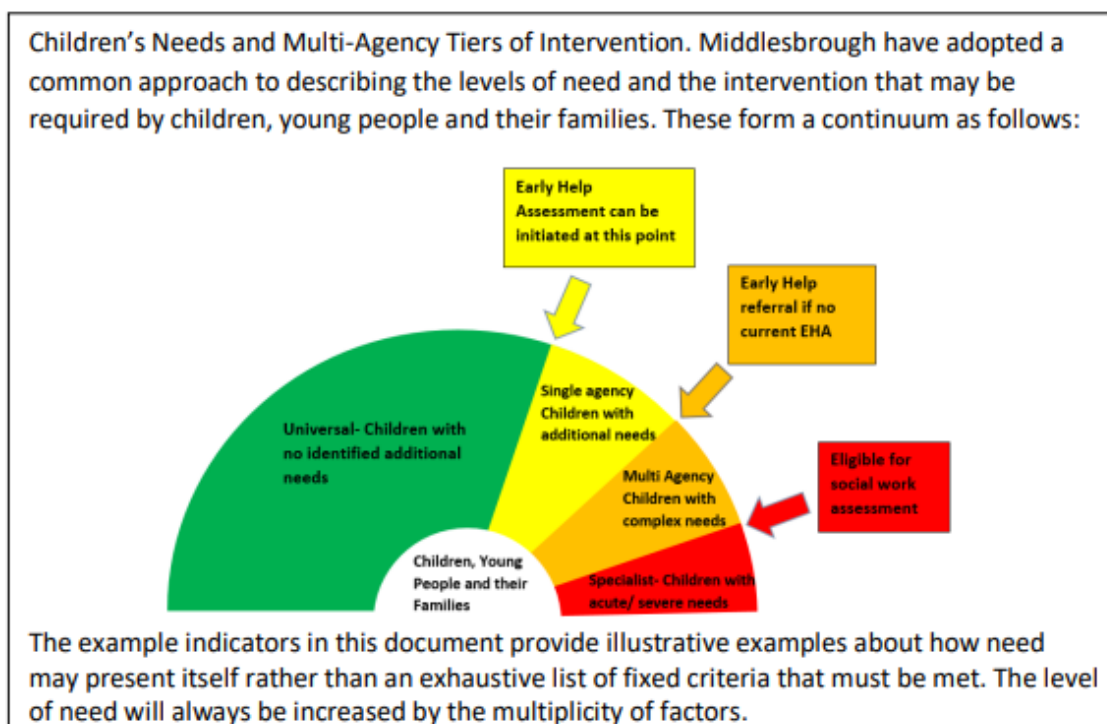
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## Appendix D. Tees Safeguarding Children Partnership

Safeguarding children is everyone’s responsibility, and the Tees Safeguarding Children Partnerships bring together people who work with children and their families to ensure that the safety and welfare of children is at the heart of their work. We lead the work to safeguard children across our regions.

The aim of the Tees Safeguarding Children Partnerships is to make sure those who work with children and their families do it well and keep children safe. The Tees Safeguarding Children Partnership meetings are attended by professionals from the local authority, health services, the police, and relevant partners.

### Middlesbrough Interim Threshold of Need Document



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Middlesbrough Safer referral form



## TEES MULTI AGENCY SAFER REFERRAL FORM SITUATION, ASSESSMENT, FAMILY, EXPECTED RESPONSE, RECORDING

Children’s Social Care operates a multi-agency approach to supporting children, young people and their families. Across the Tees Valley, County Durham and North Yorkshire Multi Agency Safeguarding Teams are in place working together to safeguard children. These teams include the Police, health services and other relevant agencies who share information and support the social care decision making process. All information shared is proportionate and appropriate to the level of need of the child. For the avoidance of doubt, information can and will be shared in these multi agency teams to get the right support to meet a child’s needs at the right time. Children’s Social Care operates within the context of Working Together to Safeguard Children and is GDPR and Data Protection ACT 2018 compliant.

### When do you need to use this form?

This form should be used to request support for a child who has suffered or is at risk of suffering significant harm; where you believe they are unlikely to achieve or maintain a reasonable level of health or development without the provision of a social work service. This is Level 4 of need.

### What do you need to do?

- Discuss your concerns with the child and family if appropriate and where you can, gain their consent.
- Where you are able, reflect on the right support at the right time with your agency’s safeguarding lead to determine that a request for a social work service is the most appropriate response for the child.

What is the level of need? (To ascertain the level of need based upon the information you have, consult your threshold document at: <https://www.teescpp.org.uk/safeguarding-procedures/2-early-help/>)

Level of Need	Level description / response	Referral Pathway
1	A child whose needs are being met, or whose needs can be met by universal services	Universal Services
2	A child with additional needs that can be met by a single agency providing additional support or by signposting to an additional agency – complete an early help assessment (EHA) ( <a href="https://www.teescpp.org.uk/safeguarding-procedures/2-early-help/">https://www.teescpp.org.uk/safeguarding-procedures/2-early-help/</a> )	Early Help
3	A child who would benefit from a coordinated response from multiple agencies – complete an Early Help Assessment (EHA)	Early Help
4	A child who has suffered or is at risk of suffering significant harm or has complex needs; that requires a specialist or statutory intervention	Children’s Social Care

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## Appendix E. Safeguarding Contacts

Name	Title	Contact Details
Mr Michael Laidler	Governor with Safeguarding and welfare responsibility	Contact via the Clerk to the Corporation Zeta Foster 01642 333650 <a href="mailto:z.foster@mbro.ac.uk">z.foster@mbro.ac.uk</a>
Aimey Adamson	Vice Principal Students and Communications Strategic Designated Safeguarding Lead	Room 0.094 Mobile: 07789 272194 <a href="mailto:a.adamson@mbro.ac.uk">a.adamson@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Joanne Fields	Director of Student Services Operational Designated Safeguarding Lead	Room 0.079A Mobile:07786 197564 <a href="mailto:j.fields@mbro.ac.uk">j.fields@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Melissa Wilkinson	Senior Safeguarding and Welfare Officer Deputy Designated Safeguarding Lead	Wellbeing Centre <a href="mailto:m.wilkinson@mbro.ac.uk">m.wilkinson@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Emma Betiku	Mental Health Lead Deputy Designated Safeguarding Lead	Wellbeing Centre <a href="mailto:el.betiku@mbro.ac.uk">el.betiku@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Craig Duggan	Associate Director SEN Deputy Designated Safeguarding Lead	Room 0.097 <a href="mailto:c.duggan@mbro.ac.uk">c.duggan@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Ferzana Ahmed	Pastoral & Welfare Officer MC6	MC6 Mobile: 07979 111162. <a href="mailto:f.ahmed@mbro.ac.uk">f.ahmed@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Roxanne Harding	Safeguarding and Welfare Officer	Wellbeing Centre <a href="mailto:r.harding@mbro.ac.uk">r.harding@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Ashleigh Hodgkiss	Safeguarding and Welfare Officer	Wellbeing Centre <a href="mailto:a.hodgkiss@mbro.ac.uk">a.hodgkiss@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Laura Humphries	Safeguarding and Welfare Officer	Wellbeing Centre <a href="mailto:la.humphries@mbro.ac.uk">la.humphries@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>

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Name	Title	Contact Details
Kirsty Roy	Safeguarding and Welfare Officer	Wellbeing Centre <a href="mailto:kl.roy@mbro.ac.uk">kl.roy@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Naomi Keir-Kendrew	Safeguarding and Welfare Officer	Wellbeing Centre <a href="mailto:n.keir-kendrew@mbro.ac.uk">n.keir-kendrew@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Luke Knutt	Safeguarding and Welfare Officer	Wellbeing Centre <a href="mailto:l.knutt@mbro.ac.uk">l.knutt@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Jeanette Chapman	Transitions Coordinator	Thrive Pad 1 <sup>st</sup> Floor/Wellbeing Centre <a href="mailto:j.chapman@mbro.ac.uk">j.chapman@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
Nicola Jones	Student Support Officer TTE	TTE Direct line: 01642 462266 Mobile: 07921 485460 <a href="mailto:nicola.jones@tte.co.uk">nicola.jones@tte.co.uk</a> <a href="#">Contact Via Teams</a>
Adam Lamplugh	NEET Provision Mentor	Adult and Community Learning 2 Queens Square <a href="mailto:a.lamplugh@mbro.ac.uk">a.lamplugh@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>

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## Incident Managers on Duty Rota (only evenings Tues-Thurs) (Radio Channel 1)

Name	Title	Contact Details
<b>Sara Marshall</b> Incident Manager 1700 - 2100	Executive Director of Campus & Digital Services	Room: 0.080 Mobile: 07974703214 Email: <a href="mailto:s.marshall2@mbro.ac.uk">s.marshall2@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
<b>Gary Rogers</b> Incident Manager 1700 - 2100	Estates Manager	Room 0.091 Mobile: 07919 394623 <a href="mailto:g.rogers@mbro.ac.uk">g.rogers@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
<b>Ian Ward</b> Incident Manager 1700 – 2100	Project and Environmental Manager	Room 0.025 Mobile: 07921472711 <a href="mailto:ian.ward@tte.co.uk">ian.ward@tte.co.uk</a> <a href="#">Contact Via Teams</a>
<b>Peter Bland</b> Incident Manager 1700 – 2100	Project Manager Estates	Room 0.025 Mobile: 079190394659 <a href="mailto:p.bland@mbro.ac.uk">p.bland@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
<b>Ali Bett</b> Incident Manager 1700 – 2100	Estates Engineering Coordinator	Room; 0.102 <a href="mailto:ag.bett@mbro.ac.uk">ag.bett@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
<b>Ken Lowes</b> Incident Manager 1700 – 2100	Head of Security	<a href="mailto:k.lowes@mbro.ac.uk">k.lowes@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>
<b>Mark Kearns</b> Incident Manager 1700 - 2100	Head of health Safety Environment& Sustainability	Room: 0.025 Mobile: <a href="mailto:m.kearns@mbro.ac.uk">m.kearns@mbro.ac.uk</a> <a href="#">Contact Via Teams</a>

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## Appendix F. Disclosure of Criminal Convictions



**Strictly Confidential**

### Disclosure of Criminal Convictions

#### Section 1 - Personal Details

<b>Surname</b>	
<b>Forename</b>	
<b>Date of Birth</b>	
<b>Address</b>	
<b>Telephone number</b>	

#### Section 2 – Proposed Course Details

Please give details of the course you have applied for.

<b>Course</b>	
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#### Section 3 - Declaration Made in Error:

I confirm that I do not hold any criminal convictions and that the positive declaration made on my application/enrolment form was made in error.

Signature

Date

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## Section 4 - Details of Conviction/s

*(Additional convictions to be continued on additional sheets if necessary)*

<b>Full details of conviction</b>	
<b>Category</b>	
<b>Date of conviction</b>	
<b>Details of sentence, including any restrictions imposed.</b>	
<b>Specialist agency contact details e.g., National Probation Service, Youth Offending Service, Multi-Agency Public Protection Arrangements</b>	
<b>Course appropriateness e.g., timetable, duration, health and safety factors, work placement, DBS (Disclosure &amp; Barring Service) requirement *</b>	

\*Some courses are exempt from the Rehabilitation of Offenders Act 1974, and you are required to declare all convictions including cautions, reprimands, and final warnings.

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## Section 5

### Declaration

In order to further my application to study at Middlesbrough College and for no other purpose. I give my permission for the College to contact any external agencies in relation to this declaration.

I accept that as a result of the discussions of the College's Safeguarding Panel my application may be deferred or terminated, and I will be withdrawn from any course(s) that I have applied to join. There is no right of appeal following a decision made by the College's Safeguarding Panel.

I understand that I must inform the College if I later become involved in any further criminal investigations and / or convictions that have not been declared above.

I understand that if I am found not to have revealed a criminal conviction, my application or enrolment may be terminated immediately.

Signature	Date

### Approval for Enrolment

Risk	Title	Signature
Low	Designated Safeguarding Officer	
Medium	Assistant Principal / Director of Programme	
High	Vice Principal Staff and Students	



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## Appendix G. Associated Policies



The College recognises that safeguarding is not just about protecting students from deliberate harm, neglect, and failure to act. It relates to the broader aspects of care and education and the key College policies below should be read in conjunction with this policy.

- Safeguarding concerns or allegations made about staff (including supply teachers, volunteers, and contractors) Policy.
- Fitness to study policy
- Personal care policy
- Student counselling and wellbeing policy
- Care experienced and vulnerable policy.
- Additional learning support policy
- External speakers and events policy
- Student visits policy and procedures
- Learner substance misuse policy
- Dealing with death of a student process
- Learner IT Acceptable Use Policy
- Staff bullying and harassment policy.
- Staff Code of Conduct
- Alcohol and drugs misuse (staff) policy
- Health, Safety and Welfare Policy
- First Aid Standard
- Staff IT acceptable use policy

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## Appendix H. Safeguarding Referral Form

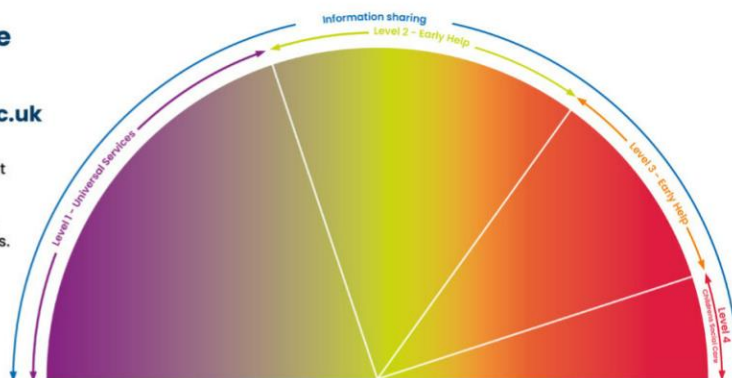
### Safeguarding Referral Form



Direct link available on staff portal  
[safeguarding@mbro.ac.uk](mailto:safeguarding@mbro.ac.uk)

If a student discloses, or you have reason to believe that they are at risk of any level 4 concerns, please bring the student straight to the safeguarding team and complete the referral form as soon as possible, as your first hand account may be required for external referrals.

If the concern is a Level 3 please complete the referral form as soon as practically possible and an SWO will be allocated. If the concern is Level 1 or 2, please refer to the Wellbeing SharePoint or deal with this in your department. The safeguarding team will be happy to give staff advice and guidance where needed.



Level 1 Examples
Young Parent
Sexual Health
Illness
Low Level Stress/ Anxiety
Friendship Issues
Classroom Behaviour

Level 2 Examples
Bullying
Questioning Gender &/ or Sexuality
Panic Attacks
Recurring Health Issues
Anger Issues
Young Carer

Level 3 Examples
Substance Misuse
Sofa Surfing
Hate Speech/ Crime
Self Harm &/or Voice Hearing
Youth Produced Sexual Imagery
Eating Disorders

Level 4 Examples
Immediate risk to self or others
Groomed &/or Exploited
Sexual Violence (Victim/ Perpetrator)
Homeless & no where safe to go
Gang & Youth Violence
Suicidal Thoughts
Radicalised &/or Trafficked