



Azure College Safeguarding Policy & Procedure (Children & Adults)

At Azure College all those who come into contact with young people and/or adults at risk in their everyday work have, and must discharge, a duty to safeguard and promote their welfare.

This document details our approach, policy and procedures as they relate to Safeguarding and is designed to ensure that advice and support is in place to help students, staff, employers and other partners understand the key concepts and the College policies responding to Safeguarding.

Safeguarding Children

In terms of this policy, a child is defined as anyone who has not reached their 18th birthday. Safeguarding and promoting the welfare of children is defined in 'Keeping Children Safe in Education (2025)' 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 including:

- The Children Act 1989
- The Education Act 2002
- The Children Act 2004
- Tees Safeguarding Children Partnerships' Procedures (<https://www.teescpp.org.uk/>)
- The Human Rights Act 1998
- Equality Act 2010
- Mental Capacity Act 2005
- "Safeguarding Adults" – National Framework of Standards, Association of Directors of Social Services 2005
- Safeguarding Vulnerable Groups Act 2006
- Keeping children safe in education – 2023
- Working Together to Safeguard Children – 2018
- Sexual Offence Act 2003 (position of trust offence)
- Counter Terrorism and Security Act 2015
- FGM Act 2003 (further Serious Crime Act 2015)
- 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.



- The Data Protection Act 2018
- The Children and Families Act 2014
- Work based learners and the Prevent statutory duty guidance 2018.
- Prevent duty guidance: for further education institutions in England and Wales (2015) (Updated 7th September 2023).

Our approach is shaped by our work with multiple agencies (including the local Safeguarding Children Partnerships and the Safeguarding Adults Board procedures) and statutory guidance (see below):

- DfE: Keeping children safe in education - Statutory guidance for schools and colleges on safeguarding children and safer recruitment^{1 2}
- DfE Working together to safeguard children - Statutory guidance on multi-agency working to help, support and protect children^{3 4}
- DfE: Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads⁵
- DfE: Child sexual exploitation Annexes to 'Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'^{6 7}
- CONTEST: The UK's Strategy for Countering Terrorism (July 2023)⁸
- Northumberland County Council: The Northumberland Children and Adults Safeguarding Partnership's Strategic Plan 2023/2026⁹

¹ [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/68493/Keeping_children_safe_in_education_from_1_September_2015.pdf)

² https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2015.pdf

³ [Working together to safeguard children, A guide to inter-agency working to safeguard and promote the welfare of children](https://assets.publishing.service.gov.uk/media/6849a7b67c25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)

⁴ https://assets.publishing.service.gov.uk/media/6849a7b67c25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

⁵ <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

⁶ [CSE Guidance \(Annex\) Sexual guidance - harassment between children in schools and colleges](https://safeguarding.newdur.ac.uk/docs/policies/documents/CSE%20Guidance%20(Annex).pdf)

⁷ [https://safeguarding.newdur.ac.uk/docs/policies/documents/CSE%20Guidance%20\(Annex\).pdf](https://safeguarding.newdur.ac.uk/docs/policies/documents/CSE%20Guidance%20(Annex).pdf)

⁸ https://assets.publishing.service.gov.uk/media/650b1b8d52e73c000d54dc82/CONTEST_2023_English_updated.pdf



Responsibilities

Governors

The **Governing Body** will ensure that:

- i. 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. 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 and Adults Partnerships/Boards
- iv. 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 7th September 2023)
- v. the policies and procedures in place enable appropriate action to be taken in a timely manner to safeguard and promote students' welfare.
- vi. appropriate filtering and monitoring is in place to safeguard students from cyberbullying, suicide, gang membership, violence, or an inappropriate use of college resources.
- vii. a Governor is appointed 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.

⁹<https://trixcms.trixonline.co.uk/api/assets/nesubregion/4d2e5269-042d-4272-8797-e5630e321fe4/ncasp-strategic-plan-2023->



- viii. 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. Safeguarding reports are received and detailing the numbers and types of safeguarding incidents and concerns which have arisen, along with updates.
- x. any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- xi. 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/Chief Executive.

The **Principal/Chief Executive** 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. Helen Campbell, Director of Education Services
- ii. Lindsay Lee, Associate Director of Education Services

Responsibilities include:

a) Links and Referrals

- i. Liaison with the local authority, other agencies, and schools.
- 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 instance, the case will be forwarded to the Principal/Chief Executive 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.

e) 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 the Designated Safeguarding Lead (DSL).
- 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

Safeguarding Policy 2025/26

1. Policy Objectives

- 1.1 Azure College's policy and obligation is to prevent and reduce the risk of harm to adults and children from
 - behaviour(s) that may be or have been harmful to a child
 - persons that have behaved towards a child in a way that may indicate they pose a risk of harm
 - persons that behaved towards a child in a way that indicates they may pose a risk of harm
 - persons that may have committed a criminal offence against children or related to a child
 - abuse or any other type of exploitation (see 6).



- 1.2 The College is obliged to inform the Local Authority Safe-guarding teams and/or their Designated Officer (LADO) of any behaviours or incidents relating to the above (see Appendix 5).
- 1.3 In addition, the College is also obliged to share (with the LADO) concerns relating to:
 - A person’s behaviour in their personal life which may impact on the safety of children who they are responsible for;
 - A person’s behaviour regarding their own children;
 - The behaviour in the private or community life of a partner, member of the family or other household member.
- 1.4 The prime purpose of this document is to set out Azure College’s processes in support of its policy relating to the safeguarding of adults and children at risk.
- 1.5 The detail of this procedure is concerned with protecting the rights of adults and children at risk to live in safety, free from abuse and neglect.
- 1.6 It defines the various forms of abuse and sets out a process for dealing with suspected abuse.
- 1.7 Throughout this document the term “at risk” is used – this being synonymous with the term “vulnerable” (which is also frequently used in the same context).
- 1.8 This procedure is also intended to assist staff to identify and support adults and children who may be vulnerable to abuse and/or mistreatment.

2. Scope

The procedure is applicable in the Education services in particular and applies to all staff and those supported by Azure College.



Whilst the terms staff or employee are used throughout, this procedure applies equally to any person who may be engaged in a voluntary capacity.

For individuals within Azure College who may work with or have contact with vulnerable people DBS checks are undertaken. There is a separate DBS Checks Procedure (COPP0041).

3. Principles

Azure College will work within the principles of statutory guidance - **Working Together to Safeguard Children, Keeping Children Safe in Education 2023**.

Azure College is committed to ensuring that promotion of:

- Empowerment
- Prevention
- Partnership
- Protection
- Proportionality
- Accountability

Every learner or employee has the right to live, train or work in a safe environment free of any level/type of abuse.

Azure College is committed to doing everything possible to protect learners from abuse and to investigate and act appropriately where abuse is suspected.

Azure College will work with all relevant Local Authority Safeguarding Boards – in particular Newcastle SAB, North Tyneside and Northumberland SAB - and with other relevant individuals or bodies to prevent abuse and safeguard adults and children at risk so far as possible.

Azure College will deal sensitively and effectively with any suspected or actual incidents of abuse.

The principles of “Making Safeguarding Personal” will be considered throughout this procedure which will ensure that any safeguarding matter is person centred and outcome focused.



Azure College will provide information to learners in a format which they can recognise/understand.

As relevant advocacy services will be utilised.

4. Types of Abuse & Neglect

4.1 Abuse/mistreatment

Abuse/mistreatment is described as behaviour that may cause significant harm or results in the serious exploitation of adults and children at risk. Abuse is a violation of an individual's human rights by any other person or persons.

Abuse is any suffering which is incurred as a result of action or inaction of any person involved in the supporting of adults and children at risk. The abuse may be intentional, unintentional or the result of neglect. It may cause harm immediately, or over a period of time and it may cause harm temporarily or permanently.

4.2 Adult "at risk" (alternatively "vulnerable" adult)

An adult at risk is someone who is;

- aged 18 or over; and
- has needs for care or support (whether or not those needs are being met) and;
- is experiencing, or is at risk of, abuse or neglect; and
- as a result of these needs is unable to protect him or herself against the abuse or neglect or the risk of it.



4.3 Child

Azure College considers anyone who has not attained the age of 18 a child for the purposes of this procedure.

Azure College considers that a child as so defined is, by virtue of age, automatically at risk (regardless of their personal circumstances).

4.4 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.

4.5 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.

4.6 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.

4.7 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.

4.8 'Reasonable force': 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.



4.9 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.

5. Protection

Protection is facilitated through a range of actions including, but not limited to:

- promoting the safety of adults and children at risk thereby reducing the likelihood of abuse
- ensuring appropriate training is provided for staff (according to their role in the College). All staff, regardless of role, will be made aware of the issue of safeguarding.
- ensuring good practice, based on open inter-disciplinary procedures and guidance to be followed
- providing support in the aftermath of abuse
- addressing the needs of vulnerable adults who are perpetrators.



6 Form/types of abuse

Any or all the types of abuse - at 6.1 through 6.16 below - may be perpetrated as a result of deliberate intent, negligence or ignorance.

Incidents of abuse may be to one or more people and can occur on a single occasion or be multiple incidents over a period of time.

It is important to note that many situations may involve a combination of the categories listed.

Azure College is not limited in its view of what constitutes abuse or neglect (as they can take many forms). The specific circumstances of each individual case will always be considered.

The main forms of abuse have been defined as:

6.1 Abuse

A form of maltreatment of a child or young person. 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.

6.2 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, 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.
- 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.

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.

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.



6.2 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, up-skirting, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

6.3 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 includes harassment, bullying, slurs, isolation, neglect, denial of access to services or similar treatment; because of race, gender and gender identity, age, disability, religion or because someone is lesbian, gay, bisexual or transgender. This includes racism, sexism, ageism, homophobia or any other form of hate incident or crime.

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

6.4 Domestic Abuse or violence

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 (and regardless of gender or sexual orientation).



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
- so called 'honour' based violence,
- forced marriage,
- Female Genital Mutilation (FGM).

6.5 Financial or material

Including theft, fraud, internet scamming, exploitation, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

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
- **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.

6.6 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. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

6.7 Neglect and acts of omission

Including ignoring medical, emotional, psychological or physical needs, persistent failure(s) to access appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating and which are likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs



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.

6.8 Organisational (sometimes referred to as institutional)

Organisational or institutional abuse is the mistreatment of people (in their workplace and/or in a care/education setting) brought about by neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service, or organisation. It may include one off incidents to on-going ill treatment.

6.9 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.

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

Possible behaviours

- 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

6.10 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.

It may include threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber-bullying, isolation or unreasonable and unjustified withdrawal of services or support networks.

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)
- 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.

6.11 Radicalisation

Includes the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party who have their own agenda. Such an agenda may include extreme, often violent, ideas based on political, social or religious beliefs.

Abuse may be carried out deliberately or unknowingly. Abuse may be a single act or repeated acts.

People who behave abusively come from all backgrounds and walks of life. They may be doctors, nurses, social workers, advocates, staff members, volunteers or others in a position of trust. They may also be relatives, friends, neighbours or people who use the same services as the person experiencing abuse.



6.12 Self-neglect

Includes a person neglecting to care for their personal hygiene, health or surroundings; or an inability to provide essential food, clothing, shelter or medical care necessary to maintain their physical and mental health, emotional wellbeing and general safety. It includes behaviour such as hoarding.

6.13 Sexual violence and harassment

Including rape, indecent exposure, sexual assault, sexual acts, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts to which the adult has not consented or was pressured into consenting.

It also includes sexual exploitation which is exploitative situations, contexts and relationships where the person receives “something” (e.g. food, accommodation, drugs, alcohol, mobile phones, cigarettes, gifts, money) or perceived friendship/relationship as a result of them performing, and/or another or others performing sexual acts.

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 2025, 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 Designated Safeguarding Lead.

The Designated Safeguarding Lead will take a leading role using their professional judgement, supported by other agencies, such as children's social care and the police as required.



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

7. Indicators of mistreatment/abuse

Indicators are the signs and symptoms that draw attention to the fact that something is wrong. Categories and indicators, like definitions, need to be used – with care - as tools to aid professional practice and judgment.

The presence or absence of particular indicators does not prove abuse. However, they do signal a need to know more about an 'at risk' individual's circumstances. For example, such indications may be the result of phenomena such as divorce, separation, death of a significant person or significant change in home dynamics.



Indicators must be assessed by professionals. The important thing is to know what the signs are and how to report matters if it is believed a person at risk might need protection.

7.1 General indicators

The following list is not exhaustive but illustrates the types of general signs that may indicate abuse is occurring or has occurred

- Poor/non attendance¹⁰
- difficulty getting access to the adult or child at risk
- difficulty in interviewing the adult or child at risk alone or with appropriate representation (children)
- isolation of the adult or child at risk
- agency hopping
- repeated visits to a General Practitioner or Accident and Emergency Department for no obvious medical reason or where there is no change in medical condition
- reluctance to seek General Practitioner help
- refusal of support by a known or previous trusted carer
- one or more other agencies (Police or Welfare) reveal concerns

¹⁰ **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.



7.2 Specific indicators

There are specific indicators in relation to the various types of abuse (as defined at section 6.0 above).

The detail of such indicators will be dealt with in detail in staff training for those staff working closely with adults and children at risk.

7.3 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.

7.4 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.

Government guidance on the issues listed below via the Gov.UK website:

- bullying including cyberbullying
- child missing from home or care



- Child on Child abuse
- child sexual exploitation (CSE)
- children missing education/persistent absenteeism.
- Cybercrime
- 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)
- hate crime
- mental health
- preventing radicalisation
- private fostering
- sexting
- sexual violence and harassment
- teenage relationship abuse
- trafficking
- transgender students



8. Designated Named Persons for safeguarding

8.1 Designated Named Persons for safeguarding

Azure College has nominated individuals who are responsible for leading safeguarding work within Education services (Refer **Appendix 2** for contact details).

Any allegation or concern relating to staff employed in Education Services or students shall be referred to Designated Named Person for this Service.

Should the named person be unavailable then; other managers, staff, volunteers, clients and carers should contact the appropriate local authority directly. See **Appendix 3** for details.

8.2 Roles and responsibilities of the Designated Named Persons

The roles and responsibilities of the designated named person are to:

- ensure that all staff and volunteers are aware of what they should do and who they should go to if they have concerns that an adult or child at risk may be experiencing, or has experienced abuse or neglect;
- ensure that concerns are acted on, clearly recorded and referred to the appropriate local authority contact (refer **Appendix 3**) or to the allocated social worker/care manager where necessary;
- follow up any safeguarding referrals and ensure the issues have been addressed;
- manage and have oversight over individual complex cases involving allegations against an employee, volunteer, or student, paid or unpaid;



- consider any recommendations from the safeguarding process;
- reinforce the utmost need for confidentiality and to ensure that staff and volunteers are adhering to good practice with regard to confidentiality and security.

Because it is around the time that a person starts to challenge abuse that the risks of increasing intensity of abuse are greatest;

- ensure that staff and volunteers working directly with adults or children who have experienced abuse, or who are experiencing abuse, are well supported and receive appropriate supervision;
- ensure staff and volunteers are given support and afforded protection, if necessary, under the Public Interest Disclosure Act 1998: they will be dealt with in a fair and equitable manner and they will be kept informed of any action that has been taken and its outcome.

The Designated Named Person will review the information provided and any action taken by the Alerter.

See **Appendix 4** and **Appendix 5** for further details of roles and responsibilities

9. Procedure for dealing with suspected abuse

9.1 Alerting

The person disclosing the abuse may be the abused person or it may be another. When it is another, this person will be known as the “Alerter”.



An “alert” is regarded as an expression of concern regarding the safety and well-being of an adult or child at risk by a person in contact with, or who has knowledge of the adult or child at risk.

An alert may be made by a wide range of people including carers, social workers, health workers, Police, voluntary workers, friends, neighbours and relatives.

At the point of alerting it is vital not to investigate.

A useful phrase to remember is “TED” -

Tell Me

Explain

Describe

Refer to **Appendix 1** for guidance on do’s and don’ts relating to this process.

9.2 Third party alerts

Where the Alerter is not an Azure College employee – for instance they are from an outside agency or may be a family member or friend of the adult or child at risk - it is preferable that the information is brought to the attention of management (taking care not to involve anyone who may be implicated).

9.3 Azure College staff alerts

When information is brought to any Azure College employee (or volunteer) he/she should speak to his/her line manager who will involve the appropriate manager, including senior management.



9.4 The “Responsible Person”

The “Responsible Person” is the Designated Named Person as per Section 8 and Appendix 2.

9.5 Informing the authorities

9.5.1 Education

The Director of Education or Associate Director of Education (at the Director’s instruction) will inform the relevant Local Authority Safeguarding Team and/or LADO.

A log of events will be made clearly setting out the action taken from alerting to this point. A log book is utilised to record that there has been an incident - with the detail recorded and tracked utilising Safeguarding Record form COCF0007 are utilised.

The documentation will be made available to the Safeguarding Team – with copies always retained by Azure College should any documentation be loaned or passed to any external safeguarding authority.

9.6 Allegations/suspension of staff

Where an allegation relates to a member of staff, it is the norm to suspend staff immediately in order to protect all parties (the adult or child at risk and the member of staff named as allegedly perpetrating the abuse).

Where a member of staff is suspended the Designated Named Person will follow Azure College’s personnel guidelines regarding the suspension.



The Chief Executive is made immediately aware of any suspension of staff.

9.7 Criminal act (considerations)

The Designated Named Person will assess if there has been a criminal offence and will report this accordingly.

The Police will be advised if it is thought a member of staff has committed a criminal offence or, immediately, if a crime has been witnessed.

According to the circumstances it may be necessary to treat the area as a crime scene – and any directions from the Police will be complied with.

This may be undertaken as part of the reporting to the Safeguarding team.

9.8 Disciplinary procedure (invocation)

Azure College may invoke its Disciplinary Procedure either within the ongoing Safeguarding Procedural Framework and/ or any Police investigation. However, no action will be taken that could jeopardise Safeguarding or Police investigation(s) and liaison with Safeguarding and/or Police will be affected.

Where disciplinary action is taken this will be undertaken in accordance with the Disciplinary Procedure and documented accordingly.



10. Confidentiality/data security

10.1 General principle

Azure College is committed to maintaining confidentiality wherever possible and information around safeguarding issues should only be shared with those who need to know and/or are a proper part of the processes.

10.2 Overriding obligation (precedence over confidentiality)

An individual's wishes cannot over rule an organisation's legal duty to act.

Informed consent to share information should be obtained, but if this is not possible and there are people at risk, it may be necessary to override the requirement to gain such consent.

10.3 Whistleblowing

Whistleblowing is a process to enable staff or volunteers to confidentially raise concerns and have those concerns taken seriously.

Azure College has a formal Whistleblowing procedure (COPP0014) and this procedure is provided to all staff within their comprehensive staff handbook (and a copy of that staff handbook is also provided to the Charity's Board of Trustees and College Governors).

Employees who "blow the whistle" in respect of a perceived or actual wrongdoing have special legal protection - however only if the disclosure was made in good faith (Public Interest Disclosure Act 1998).



Provision within the act makes it unlawful for the person making the disclosure to be penalised or suffer a detriment for disclosing the information.

Where staff disclose information by way of whistleblowing they should be aware that their identity can only be kept confidential if it is reasonably practicable to do so.

Whilst it is not easy for an employee to complain about a colleague's behaviour, the overriding priority is for the protection and safety of the adults and children at risk.

11. Requirement to forward details to the Disclosure and Barring Service

The Director of Education in consultation with the relevant outside and involved agencies will follow the current guidelines and practice regarding information being forwarded to the Disclosure and Barring Service.

12. Evaluation/continuous improvement

The management team will evaluate the circumstances / practice that lead to the Safeguarding Procedural Framework requiring to be invoked with the view of addressing any practice issues or areas where the service could be improved to try and minimise any re-occurrence of the situation that arose.

There is a commitment to continuously improve and to develop/ improve strategies to safeguard the vulnerable students within the education services



13. Training and awareness raising

All levels of staff working directly with at risk persons, will receive accredited training (refreshed three yearly) in understanding what abuse is, how to alert and what happens when an alert is made.

Such staff will receive training relevant to their level to ensure that they understand their roles and responsibilities regarding dealing with any alleged abuse and any subsequent Safeguarding procedures that are to be invoked/ followed.

All such staff will receive annual in house refresher training.

General staff, not directly supporting or training adults and children at risk, will have been made aware of safeguarding issues.

Safeguarding responsibility is reflected in Azure College job descriptions.

14. Boundaries

14.1 Families and other visitors

It is possible that staff may come into contact with children (not registered within Azure College's education setting) when working. For example being during the course of a parents' evening or where Support Staff attend a client and they have a child with them -it will be the responsibility of the family to maintain the child care and not see Azure College staff as taking this responsibility whilst they engage with their relative.

Staff must not allow themselves to be left alone with the child and if the family request that Azure College staff stay with the child to enable them to engage with their relative, this must be declined.

It is appropriate to have proper communication with the child but that there should be no physical contact or engagement.



Whilst the child or children are not the responsibility of Azure College, should the member of staff have any concerns regarding the child's/children's welfare they must report their concerns to their line manager who will deal with the matter in the context of safeguarding.

14.2 Phones/photographs/social media

Members of staff who have mobile phones with the facility to take photographic images, must not, in any circumstances, take photographs or create images on their phones (or any camera), of learners they or others support.

If a learner requests their photograph to be taken, or that their image is electronically captured, this can only be done by the use of the learners own photographic/digital equipment or equipment belonging to the Education department.

Where the College is using photographs to promote the work of Azure College, then consent and agreement should be sought and confirmed in a written agreement. This agreement will be undertaken in conjunction with the learner and their parent/carer.

The learner will be given information as to how the image is to be used and the limitations of the images.

Any member of staff found taking photographic images using their own digital equipment/camera facilities could be disciplined and potentially dismissed from the College.

Staff must not record any details relating to any learner, colleague or the College on any social media facility (unless sanctioned by management – and then only if there is good and proper reason).



15. Professional Disagreements

In general Azure College has good working relationships with other agencies.

Where an occasion arises that there is a difference of professional views, Azure College will refer to the relevant Local Authority Safeguarding Board procedures. This may include implementation of the Whistleblowing procedure.

Azure College will ensure that the professional disagreement will not detract from ensuring that the adult or child at risk is safeguarded and that their welfare and safety is paramount throughout.

16. Review

This procedure will be reviewed at least annually – such review involving the Director of Education Services and the Chief Executive.

Any revisions will be properly communicated to all concerned – with copies of the revised procedure properly disseminated through staff meetings/training.

17. Useful contact information (Internal Only)

Refer to **Appendices 2 and 3**



18. Other relevant procedures and documents

18.1 Procedures

- Azure College's Whistleblowing Procedure (in staff handbook)
- Azure College's Grievance Procedure (in staff handbook)
- Disclosure and Barring Service Guidelines

18.2 Useful legislation

- Education Act 2002
- Education Regulations 2014
- Keeping Children safe in Education 2023
- Mental Health Act 1983 (amended 2007)
- Disability Discrimination Act 1995 (amended 2005)
- Family Law Act 1996
- Protection from Harassment Act 1997
- Crime and Disorder Act 1998
- Data Protection Act 1998
- Human Rights Act 1998
- Sexual Offences Act 2003
- Protection of Vulnerable Adults Scheme 2004
- Domestic Violence Crime and Victims Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Mental Capacity Act 2005 and 2009 DOL amendments
- Public Interest Disclosure Act 1998



- Equality Act 2010
- Children's Act 2004 (amended 2007)
- The Care Act 2014
- Children and Families Act 2014



Appendix 1 Guidance in relation to “TED”

Do:

Remember the role of the Alerter is to

- pass on information
- stay calm
- listen rather than ask questions
- believe the person and make them aware the information provided will be treated seriously
- be empathic
- reassure them that they are not to blame
- be aware that medical evidence may be needed
- write down everything that is said in the person’s own words as soon as possible, include the date and time.
- describe the circumstances in which the disclosure came about (noting
- the setting and anyone else who was there at the time)
- be aware that your report may be required later as part of legal action or disciplinary procedure.
- explain to the adult or child at risk what you are going to do. This could include seeking medical attention if necessary
- call an ambulance if required
- call the Police if it is an emergency or if a crime has been committed
- inform your line manager or the appropriate/available designated Named Person (or, exceptionally, with the relevant Local Authority contact)
- only share information with colleagues following discussion with management



Do not:

- appear shocked, horrified, disgusted or angry
- stop the person from speaking freely
- ask leading or investigative questions
- promise to keep secrets (you have a duty to pass this information on)
- make judgement
- offer the victim of a sexual and/or physical assault a bath, food or drink until after a medical examination
- contaminate or remove possible forensic evidence
- question or make contact with the alleged abuser
- alert the alleged abuser to the situation

-



Appendix 2 Designated Named Person(s)

A) Helen Campbell

Director of Education Services

Helen.Campbell@azure-charitable.co.uk

Office 01670 733966

Mobile – 07593529188

B) Lindsay Lee

Associate Director of Education Services

Lindsay.Lee@azure-charitable.co.uk

Work – 01670 733966

Mobile – 07593529190

C) Jessica Matthews

Student Wellbeing Support

Jessica.Matthews@azure-charitable.co.uk

Work – 01670 733966

Mobile – 07763654717



Appendix 3 Contact numbers

Azure College HQ/main switchboard 01670 733966



Appendix 4

Designated Named Person(s)' responsibilities include:

- Advising the LADO as to whether Northumberland Children and Adult Safeguarding Partnership (NCASP) procedures are properly applied and implemented in the College;
- Providing advice, information and guidance to all staff within the College;
- Being the senior manager within the College (Department/Service) to whom all allegations or concerns are reported;
- Referring allegations in accordance with the College's and NCASP procedures;
- Gathering any additional information that may have a bearing on the allegation e.g. previous known concerns, care and control incidents, etc;
- Providing the subject of the allegation with information and advise them to inform their union or professional body;
- Should the allegation be unfounded, considering a referral to social care for support or to the police if the allegation is deemed to be deliberately malicious or invented;
- Attending meetings with the LADO, Police as and when required
- Liaising with the LADO;
- Liaising with Corporate Services where College disciplinary action is required;
- Ensuring risk assessments are undertaken when required;
- Ensure that effective reporting and recoding systems are in place which allow for the tracking of allegations through to the outcome;
- Undertake appropriate checks with data the College may hold;
- Providing reports and information as required;



- Raising the awareness of the need to empower children, young people and adults who are in vulnerable positions by ensuring all understand whistle-blowing and complaints procedures;
- Ensuring appropriate and relevant training programmes are in place for all and accessed by all staff;
- Ensuring relevant support programmes are in place, for staff, parents/families and young people.



Appendix 5

The Designated Named Person(s) will meet with the LADO to:

- Identify why the alleged or acknowledged behaviour raises concerns about suitability to work with children and young people;
- If relevant, review any previous concerns or allegations regarding the conduct of the person the allegation relates to;
- Ensure that arrangements are in place to protect the child(ren) involved and any other children affected;
- Consider what support should be provided to the person the allegation relates to and others who might have been affected;
- Consider what support should be provided all children who may have been affected directly and indirectly;
- Make recommendations where appropriate regarding suspension, or alternatives to suspension;
- Determine what information can be shared, with whom and when;
- Agree arrangements to inform the child's parents, and consider how to provide them with support and information during any enquiries;
- Ensure where necessary there has been a Child Protection Enquiry and/or police investigation and consider the implications;
- Ensure that investigations will be sufficiently independent;
- Consider the need to share statements and evidence with an employer