



Nescot College Safeguarding Policy

V6 November 2025

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Contents

1. Policy Statement	4
2. Scope	4
3. Objectives.....	4
4. Policy	5
5. Responsibilities	5
6. Related legislation and documents.....	6
7. Approval and Review	7
8. Appendices.....	7
Appendix 1: Glossary.....	8
Appendix 2: Preventing Radicalisation (The Prevent Duty)	11
Scope and Definitions	11
Key Components (Duty and Action).....	11
Understanding and recognising risks and vulnerabilities of radicalisation	11
Appendix 3: Self-harm policy and procedure	13
Purpose	13
What is self-harm?	13
What to do if a student has disclosed that they have self-harmed?	13
Good practice guidelines	13
Role of the College Nurse	14
Role of the Safeguarding and Wellbeing Team.....	14
Fitness to Study.....	14
Appendix 4: Multi-Agency Principles and Statutory Assessment	15
Duty to Cooperate:	15
Local Protocols:.....	15
Core Approach:	15
Principles of Working with Families and Children	15
Early Help Threshold:.....	15
Response Timeliness:.....	15
Assessment Duration:	15
Appendix 5: Filtering and Monitoring	16
1. Statutory Requirements and Governance (KCSIE 2025).....	16
2. Department for Education (DfE) Filtering and Monitoring Standards.....	16
3. External Resources and Support.....	16
Appendix 6: Nescot Suicide-Safer College Policy Guidance.....	19
Statement	19
Key Personnel.....	19
Terminology	19

Introduction	19
Suicidal thoughts are common.	20
We recognise stigma can prevent learning.....	20
Suicide is a difficult thing to talk about.....	20
Suicide is everyone’s business.	20
Policy Aims	20
Training	21
How we help ensure a sensitive and safe suicide postvention provision.....	21
Ongoing support and development of our policy and practice	22
Appendix 7: Brief Sheet for Contactors , Employers and Organisations or Individuals using or hiring the college premises for running activities.....	23
Everyone has a responsibility to: Recognise – Respond – Report – Record – Refer & PREVENT	23
RECOGNISE.....	23
RESPOND.....	23
REPORT.....	23
RECORD	23
REFER	23
Apprenticeships	24
Distance Learning -	24
Work Experience and Placements.	24
Further Information:	24
Appendix 8: External Services	26
Help in a crisis:	26
Local Services	26
National Services.....	26

Nescot College Safeguarding Policy

1. Policy Statement

Nescot College recognises its **moral and statutory responsibility to safeguard and promote the welfare of children, young people, and adults at risk** in its care. This policy has statutory status, issued under Section 175 of the Education Act 2002 (as amended), and the College *has regard* to the guidance *Keeping Children Safe in Education* (KCSIE) when carrying out its duties.

The fundamental principle is that **safeguarding is everyone's responsibility**. All practitioners must adopt a **child-centred approach**, considering, at all times, what is in the best interests of the child. The College is committed to creating an environment that is safe and welcoming, where students are respected and valued.

2. Scope

This policy applies to:

1. **All Students:** All individuals under the age of 18. In the context of the post-16 environment, this also includes young people and adults at risk and the children at Nestots nursery.
2. **Staff and Associates:** All those working for or on behalf of the College, full or part time, in either a paid or voluntary capacity, including the Governing Body, visitors, employers of apprentices or those on work experience, contractors, sub-contracting partners, supply, and franchised staff.
3. **Location:** The policy and procedures apply to all students whether they are on or offsite, including external individuals, such as employers, and organisations using the College site.

3. Objectives

The core objectives of this policy and procedure are to:

- **Promote Welfare and Protection:** Protect children from maltreatment, prevent the impairment of their mental and physical health or development, and ensure they are growing up in circumstances consistent with the provision of safe and effective care.
- **Early Intervention:** Provide help and support to meet the needs of children as soon as problems emerge. Staff should be prepared to identify children who may benefit from Early Help.
- **Establish a Safe Culture:** Foster an environment where students feel secure and confident to approach adults to report difficulties, knowing they will be listened to effectively.
- **Ensure Accountability and Consistency:** Provide a structured framework and procedure followed by all staff in cases of suspected abuse, ensuring consistent good practice across the College.
- **Enforce Zero Tolerance:** Make clear there is a **zero-tolerance approach** to abuse, sexual violence, and sexual harassment, and that such behaviour is never acceptable and should never be dismissed as "banter" or "part of growing up".
- **Multi-Agency Cooperation:** Develop and promote effective working relationships with other agencies, including social care, police, and health services.

4. Policy

1. Identification and Reporting All staff should maintain an attitude of **'it could happen here'** where safeguarding is concerned. Staff must be alert to indicators of abuse, neglect, and exploitation.

- **Immediate Action:** Any staff member having concerns about a child's welfare **must act on them immediately**.
- **Confidentiality:** Staff **must never promise a student that they will not tell anyone** about a report of abuse, as this may not be in the child's best interests.
- **Internal Referral:** All concerns must be reported using the **Child Protection Online Management System (CPOMS)**. If CPOMS cannot be accessed, by email (safeguarding@nescot.ac.uk), or the duty line. **If the concern poses an immediate risk of harm**, it must be reported in person to the Safeguarding and Wellbeing Team in N17.
- **Statutory Referral:** Where a child has been harmed, is at risk of harm, or is in immediate danger, the Safeguarding and Wellbeing Team must make a referral to local authority children's social care (and, if appropriate, the police) immediately. The police should be engaged where a crime may have been committed, particularly in reports of rape, assault by penetration, or sexual assault.

2. Staff Conduct and Allegations

- **Low-Level Concerns (L-LCs):** Any concern, no matter how small or whether it causes a nagging doubt, that an adult has behaved inconsistently with the staff code of conduct or in a way that doesn't meet the harm threshold, **must be reported immediately to Human Resources**. All L-LCs must be recorded, reviewed, and retained until the individual leaves employment to identify potential patterns.
- **Harm Threshold Allegations (Against Staff):** Allegations that indicate a staff member may have harmed a child, possibly committed a criminal offence against a child or behaved in such a way that it is believed they may pose a risk of harm to students or in a way that indicates they may not be suitable to work with children (including outside college) **must be reported immediately** to the Chief People Officer (CPO). The CPO will contact the Local Authority Designated Officer (LADO) for advice and guidance. The College ensures procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been removed due to safeguarding concerns.

Chief People Officer

Donna Patterson

3. Information Sharing and Records

- Data protection legislation (DPA 2018 and UK GDPR) **does not prevent the sharing of information** for the purpose of keeping children safe. The safety and welfare of the child is the **primary consideration**.
- All concerns, discussions, and decisions made, and the reasons for them, should be recorded in writing. Records are kept confidential and stored securely, separate from student records, typically until the student's 25th birthday.
- When a child leaves Nescot, the child protection file is transferred securely to the new school or college as soon as possible, and **within 5 days for an in-year transfer**.

5. Responsibilities

Role	Core Responsibilities
Governing Body/CEO	Responsible for strategic leadership, ensuring compliance with statutory duties (KCSIE), and adopting effective policies, procedures, and training. Must ensure

robust **safer recruitment** procedures are in place, including maintaining a Single Central Record (SCR). Must appoint a senior member of staff as the DSL.

Governor Chris Muller
CEO Julie Kapsalis

Designated Safeguarding Lead (DSL) & Deputies (DDSL) Takes **lead responsibility for safeguarding and child protection** (including Prevent, working together to safeguard children, online safety and understanding filtering/monitoring systems). Manages referrals to external agencies (Social Care, Police, Channel, DBS). Provides support, advice, and expertise to all staff. Must undergo training updated at least **every two years**. Must always be available during college hours.

DSL Andy Cowan – Deputy Principal
DDSLs Donna Patterson – Chief People Officer
Kathryn Stephen – Vice Principal
Lisa Moynihan – Assistant Principal
Emily Antrobus – Head of Safeguarding and Wellbeing
Stuart Bunce – Lead Safeguarding and Wellbeing Coach
Hanna Skogall - Safeguarding and Wellbeing Coach
Judy Herzberg - Safeguarding and Wellbeing Coach
Natasha Sethna - Safeguarding and Wellbeing Coach
Omar Baker - Safeguarding and Wellbeing Coach
Leanne Cassidy – 14-16 Lead
Julie Carter – School Links and 14-16 Learning Support Coordinator
Ruben Omnu – 14-16 Safeguarding and wellbeing officer

All Staff Must read at least **Part One or Annex A** of KCSIE. Must act immediately on concerns and refer to the DSL/DDSL. Must maintain a child-centred approach. Must receive annual safeguarding and child protection updates.

Designated Teacher (DT) Works with local authorities to promote the educational achievement of looked after children, previously looked after children, and those who have left care through adoption or special guardianship.

Designated Teacher Lisa Moynihan

6. Related legislation and documents

Statutory Guidance and Frameworks:

- [Keeping Children Safe in Education 2025 \(KCSIE 2025\)](#).
- [Working Together to Safeguard Children](#).
- [What to do if you're worried a child is being abused: advice for practitioners](#).

Legislation:

- [Education Act 2002 \(as amended\)](#).
- [Children Acts 1989](#) and [2004](#) (concerning Children in Need, Significant Harm, and Private Fostering).
- [Counter-Terrorism and Security Act 2015 \(The Prevent Duty\)](#).
- [Safeguarding Vulnerable Groups Act 2006 \(Governing DBS and regulated activity\)](#).
- [Data Protection Act 2018 \(DPA\)](#) and [UK General Data Protection Regulation \(UK GDPR\)](#).
- [Equality Act 2010](#).
- [Female Genital Mutilation Act 2003 \(including mandatory reporting duties for teachers\)](#).

Internal and Local Policies (Nescot):

- Staff Code of Conduct.
- Nescot E-Safety Policy.
- Surrey Safeguarding Children Partnership (SSCP) Procedures Manual.
- Nescot Sexual Harrassment Policy (Students)
- Nestots (the Nursery) Safeguarding Policy and Procedures

7. Approval and Review

Version	v.6
Policy Originator	Assistant Principal, Learning Support & Student Experience & Head of Safeguarding
Quality Impact Assessed	
Approved by	CLT
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Next Review Date	Autumn 2026
Audience	Staff, Students, Contractors, Visitors, Public
Entered on SharePoint	
Entered on Website	

8. Appendices

Appendix 1: Glossary

A comprehensive glossary of safeguarding issues that Nescot staff should be aware of is provided below. Staff should note that safeguarding issues are rarely standalone events and often overlap.

Glossary of Key Safeguarding Issues

Safeguarding Issue	Definition / Description & Indicators
Abuse	<p>A form of maltreatment of a child. A person may abuse, neglect, or exploit a child by inflicting harm, or by failing to act to prevent harm, or by using an imbalance of power to coerce, manipulate or deceive a child for the perpetrator's advantage. Abuse can include ill treatment that is not physical. Abuse can occur in family, institutional, or community settings, by those known to the child or by others, including online.</p>
Physical Abuse	<p>Deliberately physically hurting a child. May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>
Emotional Abuse	<p>The persistent emotional maltreatment of a child, likely to cause severe and adverse effects on their emotional development. May involve conveying worthlessness or inadequate feelings, preventing the child from expressing views, deliberately silencing them, or making fun of how they communicate. Some level of emotional abuse is involved in all types of maltreatment.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities. Activities may include physical contact (e.g., assault by penetration like rape, or non-penetrative acts) or non-contact activities (e.g., involving children in looking at/producing sexual images, watching sexual activities, or grooming). Sexual abuse can occur online.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely resulting in the serious impairment of the child's health or development. Can involve failing to provide adequate food, clothing, shelter, supervision, or appropriate medical care. Neglect of, or unresponsiveness to, a child's basic emotional needs is included.</p>
Exploitation	<p>A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity for the financial advantage or increased status of the perpetrator or facilitator.</p>
Child Sexual Exploitation (CSE)	<p>A form of sexual abuse where children are sexually exploited for money, power, or status. It can range from a one-off occurrence to complex organised abuse and may happen without the child's immediate knowledge (e.g., through sharing images/videos). Indicators may include: unexplained gifts, associating with others involved in exploitation, older partners, or sexually transmitted infections/pregnancy.</p>

Child Criminal Exploitation (CCE) / County Lines	Exploitation where a child is forced or manipulated into criminal activity, such as transporting drugs or money (County Lines), working in cannabis factories, or committing serious violence. Children can be trapped by debt, coercion, or threats of violence. Indicators may include: going missing from home/education and being found in distant areas, being a victim/perpetrator of serious violence (e.g., knife crime), or being found in a 'trap house'.
Financial Exploitation	The misuse or misappropriation of a child's or vulnerable person's money, property, or resources, involving taking advantage of vulnerability for financial gain. Common examples include money laundering (Money Mules), online scams, benefit fraud, forced labour, and financial control related to county lines.
Child-on-Child Abuse	Abuse occurring between children, which can happen inside or outside of the college and online. Includes: sexual violence (rape, assault by penetration, sexual assault), sexual harassment , bullying, abuse in intimate relationships (teenage relationship abuse), and initiation/hazing rituals. Should never be dismissed as "banter" or "part of growing up".
Sexual Harassment	Unwanted conduct of a sexual nature that can occur online and offline. This can include sexual comments, remarks, jokes, taunting, or inappropriate physical behaviour. Harassment can lead to a culture that normalizes inappropriate behaviours and may lead to sexual violence.
Sexual Violence	Refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, and sexual assault. These actions are criminal offences.
Harmful Sexual Behaviour (HSB)	Children's sexual behaviour that is developmentally inappropriate and may cause developmental damage. When considering HSB, the ages and stages of development of the children involved are critical factors. HSB may be a symptom of the child's own abuse or trauma.
Youth Produced Sexual Imagery (Sexting)	The production and distribution of sexual imagery (photos/videos) involving anyone under the age of 18, which is illegal. Can be consensual or non-consensual sharing. Staff must not view or forward illegal images but should confiscate the device (setting it to flight mode or turning it off) and refer to the Safeguarding Team.
Domestic Abuse	Can be a single incident or a pattern of psychological, physical, sexual, financial, or emotional behaviours. Children can be victims by seeing, hearing, or experiencing the effects of abuse at home. The definition captures domestic abuse between "personally connected" individuals aged 16 or over. Abuse in a young person's own intimate relationship is known as 'teenage relationship abuse'.
So-called 'Honour'-Based Abuse (HBA)	Incidents or crimes committed to protect or defend the "honour" of the family or community. Includes Female Genital Mutilation (FGM) and Forced Marriage. HBA often involves a wider network of family pressure and multiple perpetrators.
Female Genital Mutilation (FGM)	All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse. Mandatory Reporting Duty: Teachers who discover (through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18 must report this personally to the police (by calling 101).

Forced Marriage	A marriage entered into without the full and free consent of one or both parties, using violence, threats, or coercion. Since February 2023, causing a child to marry before age 18 is a crime, even without coercion.
Radicalisation/Extremism	Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Extremism is the vocal or active opposition to fundamental British values. Concerns about radicalisation should be reported for potential referral to the Channel programme, an early intervention support program.
Mental Health	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. Staff are well-placed to observe and identify children whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. If a mental health concern is also a safeguarding concern, immediate action should be taken by following the child protection policy.
Serious Violence	Any offence of the most serious violence or weapon-enabled crime (e.g., murder, manslaughter, wounding) where the victim is aged 1-19, or assault with injury offenses. Indicators may include: increased absence, a change in friendships (especially with older individuals/groups), decline in performance, unexplained injuries, or unexplained gifts/new possessions. Violence can peak around school travel times.
Absence from Education	Persistent and/or prolonged absence acts as a vital warning sign of a range of safeguarding issues, including neglect, sexual or criminal exploitation, mental health problems, FGM, or forced marriage. Early intervention is essential.
Online Safety	The breadth of online risks is considerable, Categorised into four areas: Content (exposure to illegal/harmful content like pornography, extremism, racism); Contact (harmful interaction like grooming or exploitation); Conduct (harmful online behaviour like sharing explicit images or bullying); and Commerce (risks like online scams). Technology is a significant factor in many safeguarding issues, with abuse often occurring both online and offline.
Adults at Risk	A person aged 18 years or older who is or may be in need of community care services (by reason of mental health or other illness, learning difficulty or disability) and who is or may be unable to take care of themselves or protect themselves against significant harm or exploitation . Staff should be aware of factors that increase risk, such as communication difficulties, physical dependency, or lack of mental capacity.
Low-Level Concerns (L-LCs)	Any concern—no matter how small, or if it causes only a sense of unease or a ‘nagging doubt’—that an adult has acted inconsistently with the staff code of conduct or in a way that does not meet the harm threshold . Examples include: being over-friendly, having favourites, or engaging with a child one-to-one in a secluded area. All L-LCs must be reported and recorded immediately to identify potential patterns.

Appendix 2: Preventing Radicalisation (The Prevent Duty)

Nescot College recognises its legal duty under **Section 26 of the Counter-Terrorism and Security Act 2015** to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This **Prevent duty** is integrated into the College's wider safeguarding framework and is central to protecting students from the risks of radicalisation and extremism.

Scope and Definitions

- **Radicalisation:** The process by which a person comes to support terrorism and forms of extremism that may lead to terrorism or criminal involvement.
- **Extremism:** The vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
- **Context:** The duty applies to all students, as children (under 18) may be susceptible to radicalisation into terrorism.

Key Components (Duty and Action)

Risk Recognition and Identification:

Protecting children from this risk is part of the College's safeguarding approach. Staff must be alert to changes in students' behaviour that could indicate they may be in need of help or protection.

Vulnerability factors can be personal (e.g., identity crisis, searching for belonging) or external (e.g., direct contact with extremist groups, accessing violent extremist websites).

Nescot staff should be alert to the potential need for **Early Help** for a child who is **at risk of being radicalised or exploited**.

Training and Awareness:

- The **Governing Body** has a legal responsibility to ensure that **all College staff have undertaken training in the Prevent Duty**.
- The DSL (and any deputies) should undertake **Prevent awareness training** and receive annual updates on Prevent.

Roles and Responsibilities (DSL and Staff):

- The **Designated Safeguarding Lead (DSL)** takes the lead responsibility for ensuring the Nescot Prevent Policy is implemented across the College.
- The DSL and deputies must be aware of local procedures for making a **Prevent referral**.
- All staff must report any concerns around extremism or radicalisation via CPOMS immediately.

Understanding and recognising risks and vulnerabilities of radicalisation

Nescot approaches this duty with sensitivity, ensuring that it does not stigmatise, isolate or alienate students. We are committed to promoting open dialogue, critical thinking, and a safe space for discussing diverse views. Students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that all college staff are able to recognise those vulnerabilities.

The ways in which students can be radicalised include:

- Via family members and friends
- Direct contact with extremist groups
- Contact via the internet.

Safeguarding our students from radicalisation is no different from safeguarding them from other forms of harm. Additional indicators for vulnerabilities to radicalisation include:

- **Identity Crisis** – distant from cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis** – low self-esteem; may be isolated with poor relations with their peers and want revenge for the hardship of non-acceptance; experiencing family tensions a sense of isolation; may be searching for answers to identity, faith and belonging.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis
- Direct contact with extremist groups
- The use of 18

Examples of extremist causes that have used violence to achieve their ends include:

- Conflicted ideology (on the rise – no coherent ideology but still poses a risk)
- Extreme Right Wing
- Islamist Radicalisation
- International terrorist organisations
- Animal rights

Referral and Intervention (Channel):

- The DSL will refer cases to the **Channel programme** where there is a radicalisation concern.
- **Channel** is a voluntary, confidential support programme focused on providing support at an early stage to people susceptible to being drawn into terrorism.
- To refer a student go to: [Referral process | Healthy Surrey](#)
- If a student leaves Nescot while receiving support through Channel, the DSL should consider sharing this information with the new educational institution to ensure support continues when the child arrives.

Curriculum and Environment:

- Nescot should provide a curriculum that promotes **British Values** and undermines extremist ideology.
- Staff must create an ethos that promotes British Values, respect, equality, diversity, and inclusion.
- The **appropriateness of filtering and monitoring systems** for the college's IT network must be informed, in part, by the risk assessment required by the Prevent Duty. Nescot already uses software to block material and monitors key words to identify potential online misuse and indicators of concern.

Record Keeping:

All concerns, discussions, and decisions relating to the Prevent programme (including instances where referrals were or were not made) must be kept in detailed, accurate, and secure written records on CPOMS.

Appendix 3: Self-harm policy and procedure

Purpose

In keeping with the College's values, vision and aims, this policy and procedure aims to guide staff in how best to support students who self-harm, ensuring consistency throughout the College.

What is self-harm?

The term self-harm is often used as an all-encompassing term referring to suicidal thoughts, attempted suicide and self-injury. These can be sub-grouped into the following:

- **Harming Behaviour:** could result in long-term harm e.g. over/under eating, drug misuse, binge drinking.
- **Self-injury:** deliberately harming or injuring oneself e.g. cutting, burning, hair pulling and other acts of self-mutilation. Self-injury is seen as a coping mechanism with the aim of relieving emotional distress. Although self-harm is relied upon as an attempt to cope and manage and may not be intentionally suicidal, it must be recognised that the emotional distress that leads to self-harm can also lead to suicidal thoughts and actions.
- **Suicide:** is an intentional, self-inflicted, life-threatening act resulting in death from a number of means.
- **Suicidal intent:** is indicated by evidence of premeditation (such as saving up tablets), taking care to avoid discovery, failing to alert potential helpers, carrying out final acts (such as writing a suicide note) and choosing a violent or aggressive means of deliberate self-harm allowing little chance of survival.
- **Students with Special Educational Needs and Disabilities (SEND):** can display what are perceived by others as self-harming behaviours, but there may be other functions of the behaviour to consider e.g. to achieve certain stimulation. By definition, young people with learning disabilities have impaired communication and it is not uncommon for a young person to hit or bite themselves, when feeling frustrated or not understood. Or it may be to enlist help, e.g. physical pain such as an ear infection, may be expressed by hitting their ear. It is therefore important to find out what is being communicated with this behaviour.

What to do if a student has disclosed that they have self-harmed?

It is essential that you assess the immediate risk the student may be in:

First resolve the physical issue and treat as a FIRST AID incident. If the student requires medical attention, contact the College Nurse or a First Aider. They will assess any injuries and provide appropriate treatment if the injuries are minor. A referral to accident and emergency may be necessary, if the harm is considered a danger to an individual's health, either mentally or physically. The parents must be informed unless staff feel that informing the parents will put the student at risk.

If the student does not require medical treatment: then staff should follow the safeguarding procedure. It is vital to make a written log of all incidents of self-harm on CPOMS. This will be sent directly to the Safeguarding and Wellbeing Team. If you do not have access to CPOMS then email safeguarding@nescot.ac.uk.

Good practice guidelines

Listen

- Listen to what the student says in order to check whether they want help and if so, what help is required
- Respect their choices, do not impose your own agenda onto the student, unless they are a danger to themselves or others
- Remain calm and non-judgemental
- Staff must not take the responsibility of resolving the underlying issues or stopping the self-harming behaviour
- Do not make promises of confidentiality, let the student know that the information will need to be shared with the Safeguarding and Wellbeing Team
- Try to contain your own anxiety, remember that self-harm is a coping strategy, if you insist, they stop, you may be removing the only coping mechanism they have
- Beware of escalating the issue out of proportion
- Remember the impact of self-harming behaviour on other students and provide support if necessary

Respond

- Make contact with the College Nurse or the nearest First Aider
- If there is risk of suicide or life-threatening self-harm, the student needs to be referred to A&E
- Make a record of the incident on CPOMS which will automatically be sent to the Safeguarding and Wellbeing Team
- Remember to look after yourself whilst supporting someone else
- Take care of your own emotional wellbeing and seek support if necessary
- Be self-aware; don't get burned out or take on anything you don't feel comfortable with
- Maintain boundaries, for example it is unrealistic for you to be on call for someone in need all the time

Role of the College Nurse

The College Nurse provides a daily drop-in service and will support students with a range of health issues. Emotional problems and self-harm feature significantly in the Nurse's workload and, where appropriate, liaison will occur with the Safeguarding and Wellbeing Team. The Nurse plays an important role in helping to manage students who are at risk of self-harm or actually self-harming.

Role of the Safeguarding and Wellbeing Team

When a disclosure of self-harm is made, it will be assessed by a member of the Safeguarding and Wellbeing Team, who will decide on the appropriate course of action. Decisions around threshold will be made, in line with the College's Safeguarding Policy, parents will be spoken to, unless doing so will place the student at risk.

The student will either be referred to the GP, A&E, MASH, CAMHS or an in-house member of the Safeguarding and Wellbeing Team. This will depend on an assessment of the current risk the student is exposed to. All students, where a concern has been raised, will be monitored and reviewed and in some instances, the fitness to study procedure will be implemented.

Fitness to Study

All staff should be aware that, after a crisis situation or absence from college for mental health recuperation, the student will need to attend a meeting to assess their fitness to return to study

Appendix 4: Multi-Agency Principles and Statutory Assessment

Nescot College operates as a Relevant Agency and must work collaboratively within the Multi-Agency Safeguarding Arrangements (MASA) established by the statutory Safeguarding Partners (the Local Authority, Integrated Care Boards (ICBs), and the Chief Officer of Police).

Duty to Cooperate:

Once named as a Relevant Agency (which is expected for all local education providers), Nescot is under a statutory duty to cooperate with the published local safeguarding arrangements.

Local Protocols:

The Governing Body must ensure staff are aware of and follow the local criteria for action (threshold document) and the local protocol for assessment developed by the Safeguarding Partners.

Core Approach:

All practitioners must adhere to a **child-centred approach**. This approach must sit within a whole family focus, meaning the needs of all family members and how those needs impact the child must be explored.

Principles of Working with Families and Children

In line with WTSC, practitioners working in the College must adopt the following practices:

- **Child's Voice:** The welfare of the child is paramount, and practitioners must seek, hear, and respond to the **child's wishes and feelings** when determining services and actions.
- **Transparency:** Practitioners should aim to be as **transparent** as possible by telling families what information is being shared and with whom, provided that it is **safe to do so**.
- **Information Sharing:** The **Data Protection Act 2018** and **UK GDPR do not prevent the sharing of information** for the purpose of keeping children safe. Fears about sharing information must not stand in the way of promoting the child's welfare.

Early Help Threshold:

Early Help is a voluntary system of support designed to address needs as soon as problems emerge to improve family resilience. Early Help Assessments must be undertaken with the agreement of the child and family.

Statutory Thresholds:

Section 17 (Child in Need):

1. The Local Authority (LA) must provide support where a child is unlikely to achieve a satisfactory level of health or development without intervention, or where the child is disabled.

Section 47 (Significant Harm):

2. The LA must make enquiries where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. This is the threshold for child protection enquiries.

Response Timeliness:

Upon referral, local authority children's social care should acknowledge receipt and make a decision about the next steps and type of response required (e.g., S17, S47, or immediate protection) within one working **day**.

Assessment Duration:

If a statutory assessment is deemed necessary, the maximum timeframe for completion should be no longer than 45 working days from the point of referral. Support and services do not need to wait until the assessment concludes before being provided

Appendix 5: Safeguarding Care experienced young people

Appendix 5: Filtering and Monitoring

1. Statutory Requirements and Governance (KCSIE 2025)

Nescot's Governing Body and Senior Management Team ensure they are doing all they reasonably can to **limit children's exposure to risks** from the college's IT system. This responsibility forms part of the effective whole college approach to online safety.

Area	Requirement / Guidance
System Implementation & Review	Nescot has appropriate filtering and monitoring systems place and regularly reviews their effectiveness . Our review ensures that our policies and procedures directly relate to our technical controls. This makes it possible to report to DSL and Executive with a dashboard to identify effectiveness of systems
DfE Standards	Nescot adheres to DfE standards, including: reviewing filtering and monitoring provision at least annually ; identifying roles to manage these systems; blocking harmful content ; and having effective monitoring strategies. Our systems allow for Realtime tracking and monitoring to alerts and notifications
DSL Role	The DSL takes lead responsibility for safeguarding and child protection , which explicitly includes online safety and understanding the filtering and monitoring systems and processes in place .
Policy & Risk	The online safety approach is reflected in the safeguarding policy. The appropriateness of filtering and monitoring is informed, in part, by the risk assessment required by the Prevent Duty . Policies are reviewed annually.
Training & Awareness	All staff safeguarding/online safety training, including induction, cover the expectations, applicable roles and responsibilities in relation to filtering and monitoring . Nescot ensures " over blocking " does not lead to unreasonable restrictions on teaching and learning.
Professional Conduct	All staff are advised to maintain an attitude of ' it could happen here ' when concerning safeguarding.

2. Department for Education (DfE) Filtering and Monitoring Standards

Nescot adheres to the DfE filtering and monitoring standards, which stipulate that Nescot should:

- Identify and assign clear roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet Nescot's safeguarding needs.

Nescot's Governing Body and Senior Management Team review these standards and engage with IT staff and service providers to ensure Nescot meets these standards.

3. External Resources and Support

Nescot utilises external guidance and tools to support its filtering and monitoring duties, including:

- Guidance and webinars from the UK Safer Internet Centre on appropriate filtering and monitoring.
- Tools from South West Grid for Learning (SWGfL) to check filtering provider compliance with relevant content blocking lists (e.g., CSA, sexual, terrorist content).
- Resources such as 'Online safety in schools and colleges: Questions from the governing board' and an 'Online Safety Audit Tool' from the UK Council for Internet Safety (UKCIS) to aid self-review and improvement.

Appendix 6: Nescot Suicide-Safer College Policy Guidance

Statement

The college community is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide.

We want to make sure that young people at our college are as suicide-safe as possible and that our governors/parents and carers/teaching staff/ support staff/Students/other key stakeholders are aware of our commitment to be a Suicide-Safer college.

Our commitment to being a Suicide-Safer college is in alignment with our whole school approach to the promotion of positive mental health and wellbeing

Key Personnel

Our college has a dedicated Safeguarding and Wellbeing Team who have explicit responsibility for the mental and emotional wellbeing of students. The team have taken part in the development of the college's Suicide Safer Policy, are familiar with it, and have been trained in suicide intervention by Papyrus.

Head of Safeguarding Emily Antrobus

Senior Safeguarding and Wellbeing Officer Stuart Bunce

Safeguarding Team
Hanna Skogall
Natasha Sethna
Judy Herzberg
Omar Baker

Terminology

HOPELINE247: PAPHYRUS' free, confidential, 247 support and advice helpline for people under the age of 35 who are struggling with thoughts of suicide, and those concerned for a young person who might be.

- Call: [0800 068 4141](tel:08000684141)
- Text: [07860039967](tel:07860039967)
- Email: pat@papyrus-uk.org

Intervention: refers to the effort to prevent a person from attempting to take their own life.

Suicide: the act of intentionally causing one's own death.

Suicide-Safer Community: refers to a community effort whereby the stigma associated with suicide is challenged; individuals can speak openly about suicide and members of the community are willing, ready and able to support anyone struggling with thoughts of suicide.

[Surrey Young Suicide Prevention Toolkit:](#) Digital Padlet developed by PAPHYRUS Prevention of Young Suicide and Surrey County Council Public Health to provide guidance to practitioners working with Surrey's children and young people within education, health, and social care to support the prevention of young suicide.

Prevention: refers to a range of methods and interventions that aim to reduce the risk of thoughts of suicide and death by suicide.

Postvention: refers to the care and support given to an individual or community after a suicide.

Introduction

This policy has been created by the Nescot Safeguarding and Wellbeing Team with guidance and support from PAPHYRUS Prevention of Young Suicide and Surrey Healthy Schools.

Below are Nescot's beliefs surrounding suicide:

Suicidal thoughts are common.

We acknowledge that thoughts of suicide are common among young people.

We recognise stigma can prevent learning.

We recognise that the stigma surrounding suicide and mental illness can be both a barrier to seeking help and a barrier to offering help. This school or college is dedicated to tackling suicide stigma. In our language and in our working relationships, we will promote open, sensitive talk that does not stigmatise and perpetuate taboos.

Suicide is a difficult thing to talk about.

We know that a pupil who is experiencing thoughts of suicide may find it very difficult to make their feelings known and speak openly about suicide. We will provide trained staff who are confident in recognising the signs a young person may be struggling with thoughts of suicide and will then escalate further.

Suicide is everyone's business.

As a college community, we believe that all staff have a responsibility to be suicide-aware, and to follow Nescot College's safeguarding/escalation protocol if they spot the signs someone may be struggling with suicide. We also recognise that Students may seek out someone who they trust with their concerns and worries. We therefore aim to support all staff with disclosures and facilitate the reporting of any risks or concerns.

We want to support our students and therefore sometimes working in partnership with family, caregivers, external agencies and other professionals may be needed to enhance suicide-safety.

Policy Aims

1. Our college has a named individual who is responsible for the design, implementation and maintenance of this policy. The staff member responsible for this policy is: **Emily Antrobus**, Head of Safeguarding
2. Our college has a Safeguarding and Wellbeing Team whose members understand this policy and are trained in suicide intervention. They have undertaken suicide prevention training, so trained staff are on duty during our college opening hours.
3. The Safeguarding and Wellbeing Team will be the point of escalation for any concerns about a young person. The college keeps confidential records of students at risk of suicide on CPOMS to ensure some continuity of care within the intervention model.
4. The college endeavours to ensure that all our staff are suicide aware. This means that all staff will be made aware of indicators of suicidal ideation, what to do and how to escalate any concerns to the Safeguarding and Wellbeing Team.
5. We take a Surrey Healthy Schools approach to safely addressing mental health and suicide with students, aiming to reduce the stigma around asking for help, and increase awareness of how to look after each other.
6. We will regularly review college representation at the Local Authority Suicide Prevention Group, to help identify and address possible patterns of imitative suicidal behaviours across the wider community.
7. Working with SPstrategyOnly@surreycc.gov.uk we are continually reviewing the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances.
8. To protect a pupil, whenever we have serious concerns for the welfare of a pupil, we will intervene and escalate the concerns further. This may include sharing information with the parents/caregivers of the pupil, and external services including emergency services. Prior to any disclosure, we will make

a conscious effort to inform the pupil that their disclosure will not be kept confidential, in the interest of getting them the best possible support.

9. We recognise that Students may experience periods of poor mental health while attending our college. The weekly tutorial sessions allow staff that have regular interaction with the pupil to be able to flag or review any concerns about individual students, including suspected suicidal thoughts. Ideally this flagging will be electronic and immediate on CPOMs or in person to the Safeguarding and Wellbeing Office in N17. Students that are flagged in this way will be reviewed regularly and routinely by a member of the Safeguarding and Wellbeing Team so that patterns of concerning behaviour can be spotted and the necessary steps can be put in place to keep them safe, including meeting them face to face.
10. We ensure all staff are aware of the Surrey Young Suicide Prevention Toolkit created by PAPYRUS and Surrey County Council. Staff understand how to access this resource and are confident in using it to support a young person. This will ensure our community is aware of the help that is available locally and nationally and are better equipped to support someone who is experiencing poor mental health.
11. When we identify a pupil at risk of suicide and decide to engage external services (guidance in Toolkit above), we will have explicit guidelines on the pathways that apply. Those guidelines will be developed in co-operation with the external services and will be reviewed regularly as the provision of such services change over time.
12. We recognise that during term-time, our college community may be providing support for students. During holidays or out of term-time, we will identify ways we can ensure students still receive the support they need by using the resources outlined in the Toolkit e.g. [HOPELINE247](#), so that the pupil has a continuity of care during out of term time.

Training

Staff have been trained in suicide prevention via the PAPYRUS' SPOT, SPEAK and ASIST courses.

Staff have been categorised depending on the role they are expected to play in suicide prevention. Each category have undertaken suicide prevention training that is aligned to their likelihood of working with a pupil with thoughts of suicide.

How we help ensure a sensitive and safe suicide postvention provision

Our Safeguarding and Wellbeing Team is responsible for the college's response in the event of a suicide. Each member of our Safeguarding and Wellbeing Team will have a defined responsibility within our plan including liaison and contact with public authorities, leadership, family liaison and communication liaison with external agencies, including Surrey County Council and the Police.

We will liaise immediately with Surrey County Council School Relationships and Support Service* and Public Health and other authorities if a suicide or attempted suicide occurs in the school/college community to ensure that we work with their postvention protocols and report the necessary information.

We also recognise that people who have lost someone to suicide are at an increased risk of suicide themselves. If we suspect that a pattern of suicidal behaviours may be developing at our college, we will seek guidance from Surrey County Council School Relationships and Support Service and Public Health and the postvention teams to prevent suicide clusters from occurring.

Bereavement support resources are outlined in the Toolkit.

*Surrey County Council School Relationships and Support Service Out-of-Hours Emergency number: 01483 518104.

Ongoing support and development of our policy and practice

Our safeguarding and wellbeing team will ensure that ongoing reviews take place, that processes are updated in line with best practice and that on-going training is undertaken when necessary.

Where possible we will include or consult with external agencies or communities with lived experience to support in the design, development and continuous refinement of this policy. This may include voluntary and charity sector organisations, public health teams and members of our community who have personal experience of suicidal ideation, either their own or as a concerned other.

We will endeavour to fully engage with the Surrey Young Suicide Prevention Toolkit as part of a combined effort to ensure this is an up-to-date and effective community resource. This could look like; sharing the toolkit with colleagues; sharing experiences engaging with the resources or services mentioned within the toolkit i.e. by adding comments to posts; and reporting any outdated content or new guidance to be included within the toolkit to Surrey Public Health.

Appendix 7: Brief Sheet for Contactors , Employers and Organisations or Individuals using or hiring the college premises for running activities

Whilst working in or on behalf of Nescot College, you have a statutory duty of care towards our students. This means that at all times you should act in a way that promotes their safety and welfare. If at any time you have a concern about a Nescot student, particularly if you think that they are at risk of abuse or neglect, it is your responsibility to share your concerns with the College Safeguarding Team. This document is for:

- Temporary and franchise staff
- Work Experience/ Placements
- Commercial Services
- Third party hire
- Apprentices & Employers
- Distance Learning

Everyone has a responsibility to: Recognise – Respond – Report – Record – Refer & PREVENT

<p>RECOGNISE - What kind of abuse is there?</p>	
<p><u>Categories of Abuse (As defined by the Children Act 2004)</u></p> <ul style="list-style-type: none"> • Physical • Emotional • Sexual • Neglect 	<p><u>Other causes of concern</u></p> <ul style="list-style-type: none"> • Bullying & Harassment (Child-on-Child Abuse) • Honour Based Abuse • Criminal Exploitation • Financial Exploitation • Substance Abuse • Sexual Exploitation • Domestic Abuse • Radicalisation* (PREVENT)
<p>RESPOND How to talk to a student who is disclosing abuse</p>	
<p><u>What you should do</u></p> <ul style="list-style-type: none"> • Listen non-judgmentally and stay calm • Ask open-ended questions to clarify and re-assure, but do not investigate • Do not put words in the student’s mouth • Inform the student that you must pass on the information but only to those who need to know 	<p><u>What you should NOT do</u></p> <ul style="list-style-type: none"> • Do not promise confidentiality, explain that you may need to discuss with someone else • Do not investigate the matter yourself • Do not convey a sense of judgement or shock • Do not discuss with anyone other than Nescot’s Safeguarding Team • Do not take matters into your own hands
<p>REPORT If you suspect abuse</p>	<p>Contact Nescot Safeguarding Team:</p> <ul style="list-style-type: none"> • safeguarding@nescot.ac.uk • Call: 0208 394 3025 • Duty Manager (Mon-Thu, 5pm to 9pm) 07973 882981
<p>RECORD</p>	<p>Complete a written report for the Safeguarding Officer, recording the date, time, place and what was said</p>
<p>REFER</p>	<p>The Safeguarding Officer will contact the relevant agencies to ensure that support is given to the student</p>

Apprenticeships - All learners receive a safeguarding induction, details of support services offered, and the Safeguarding and Wellbeing Team's contact details. Assessors will check the apprentices understanding of all aspects of safeguarding and safe working practice at each review. The College has arrangements in place to ensure that, prior to work related activity there are:

- Pre-placement health and safety checks, including insurance checks
- Employers are made aware of relevant college policies.

Distance Learning - All Students will receive a telephone induction and handbook with details of how to contact the Safeguarding Team.

Work Experience and Placements. The Curriculum Team will:

- Give all work placement providers safeguarding information
- Ensure all employers sign a workplace agreement form to say that they have read and understand their duty to safeguard Nescot's students
- Some settings, e.g. early years, will require site visits and risk assessments.

The Safeguarding Policy and Procedures apply to all students on or offsite. Where employer related concerns are raised the Safeguarding Team will liaise with the Head of Apprenticeships to decide on the appropriate course of action.

Further Information:

Nescot College Safeguarding Policy and Procedures can be found at www.nescot.ac.uk
Health & Safety related to Work Experience
[Young workers – Advice for work experience organisers \(hse.gov.uk\)](http://hse.gov.uk)
Insurance matters related to Work Experience: [Work experience students | ABI](#)

Appendix 8: External Services

Help in a crisis:

- Contact your own **GP** (Doctor)
- Visit the **Accident and Emergency** (A&E) department
- Contact the **NHS First Response Team** on 111, option 2, to speak directly with a mental health professional
- Call the **Samaritans** (24-hour helpline) on 116 123
- **Havens in Surrey** offer a drop-in service for those experiencing crisis or distress
 - a. Children and Young People's Haven: www.cyphaven.net
 - b. Adult Safe Haven: www.sabp.nhs.uk

Local Services

- **Kooth** – free online counselling for young people living or attending education in Surrey.
 - Website: www.kooth.com
- **Off the Record** (Sutton, Merton, Croydon) – Free counselling for young people aged 11-25.
 - Website: www.talkofftherecord.org

National Services

- **Childline** – Free confidential support, 24 hours a day for anyone under 19, online or on the phone.
 - Telephone: 0800 1111
 - website: www.childline.org.uk
- **The Mix** – Confidential information and support for young people under 25 on a **wide range of issues** via online and free confidential helpline.
 - Telephone: 0800 808 4994
 - Website: www.themix.org.uk
- **Papyrus** – Help and advice around **suicide prevention** for young people and anyone worried about a young person.
 - Telephone: 0800 068 4141
 - Website: www.papyrus-uk.org
- **Beat eating disorders** – Working to beat **eating disorders**.
 - Telephone: 0808 801 0711
 - Website: www.beateatingdisorders.org.uk
- **Mermaids** - Emotional support for **transgender** and gender diverse young people, their families and professionals working with them.
 - Telephone: 0344 334 0550
 - Website: www.mermaidsuk.org.uk
- **Centrepoint** – Support for ages 16-25 who are **homeless**, sofa surfing or at risk.
 - Telephone: 0845 466 3400
 - Website: www.centrepoint.org.uk
- **Samaritans** – Free confidential support, 24 hours a day, call free from any phone, anytime.
 - Telephone: 116 123
 - Website: www.samaritans.org
- **Young Minds** – Information for young people, parents, and professionals around the wellbeing and mental health of children and young people.
 - Telephone 0808 802 5544
 - Website www.youngminds.org.uk
- **HeadMeds** – Information for young people about mental health medication.

Safeguarding Policy & Procedures

- Website: www.headmeds.org.uk