



Nescot College Safeguarding Policy

V7 Autumn 2026

For Urgent Safeguarding Enquiries	
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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.

Young people may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and may not recognise their experiences as harmful. This must not prevent staff from sharing concerns with the DSL or a DDSL.

2. Scope

- **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.
- **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, trainee teachers, visitors, employers of apprentices or those on work experience, contractors, sub-contracting partners, supply, and franchised staff.
- **Location:** The policy and procedures apply to all students whether they are on or offsite including alternative provision, educational visits, residential activity, homestays online learning and College-managed devices used off site where relevant, and includes external individuals, such as employers, and organisations using the College site.

3. Objectives

- **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 approaching adults to report difficulties, knowing they will be listened to effectively.
- **Students feel safe to report concerns:** Students will have accessible routes to report concerns and will be taught how to keep themselves and others safe, including online.
- **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". The College's zero-tolerance culture includes racism, faith-targeted abuse, prejudice-based and discriminatory abuse, sexism, misogyny, misandry, homophobia, biphobia, derogatory behaviour and other physical violence or conflict.
- **Multi-Agency Cooperation:** Develop and promote effective working relationships with other agencies, including community-based Early Help or Family Help, social care, police, and health services.

4. Policy

4.1 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.
- **Identification:** Staff must consider extra-familial harm and overlapping online and offline risks. Additional vulnerability may arise from SEND, medical or mental-health needs, caring responsibilities, pregnancy or parenthood, social-worker involvement, care experience, repeated removals or suspensions, part-time timetables, missing education, alternative provision, parental offending, homelessness, private fostering, exploitation, trafficking, modern slavery, serious violence or radicalisation.
- **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.
- **Self-referral:** Students can raise concerns with any trusted member of staff, their tutor, Learning Support, Student Experience or the Safeguarding and Wellbeing Team, in person at N17 or by email. Staff must provide communication support where required.
- **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.

4.2 Information Sharing

- Nescot recognises that effective safeguarding depends upon timely, proportionate and lawful information sharing. Staff should be proactive in sharing information where it may help to safeguard and promote the welfare of a child or young person. Information sharing is an essential component of early identification, assessment, support and protection and should not be delayed unnecessarily.
- The College will comply with the Information Sharing Duty, Working Together to Safeguard Children 2026, Keeping Children Safe in Education 2026, data protection legislation and local safeguarding arrangements. Where information may assist another organisation or practitioner to assess risk, assess need, make decisions, provide support or take action to safeguard and promote the welfare of a child, the College will share relevant information in accordance with statutory guidance.
- Safeguarding information may include current, historical, contextual, partial or pattern-based information. Information relating to other individuals connected to a child, including family members, may also be relevant where it assists understanding of a child's circumstances, risks or needs.
- The College recognises that concerns about data protection, confidentiality or consent should not prevent the sharing of information where there is a lawful basis to do so and where sharing is necessary to safeguard or promote the welfare of a child. Data protection legislation provides a framework for information sharing and does not prevent the sharing of information for safeguarding purposes.
- Staff must share safeguarding concerns promptly with the Designated Safeguarding Lead (DSL) or a Deputy DSL and record concerns in accordance with College procedures. The DSL will determine whether information should be shared with external agencies and will ensure that decisions, actions and rationale are appropriately recorded.
- When sharing information, the College will seek to ensure that information is:
 - necessary and proportionate;
 - relevant to the safeguarding concern;
 - accurate and up to date;
 - shared securely;
 - recorded appropriately; and
 - provided in a timely manner.
- A decision not to share information for safeguarding purposes should be exceptional. Where information is not shared, the rationale for that decision must be clearly recorded. Professional judgement should always be exercised, with the welfare and best interests of the child remaining the paramount consideration.
- The College will work cooperatively with children's social care, police, health services, education providers and other relevant agencies to ensure that information sharing supports early intervention, effective safeguarding, coordinated support and positive outcomes for children and young people.

4.3 Record Keeping and Transfer of Safeguarding Files

- All safeguarding concerns, discussions, decisions, actions and the reasons for decisions must be recorded in writing. Records must be accurate, factual, appropriately contextualised, confidential and stored securely in accordance with college procedures. Safeguarding and child protection records must be maintained separately from general student records and retained in accordance with statutory guidance and the College's retention schedule.
- When a child leaves Nescot, the child protection file must be transferred securely to the receiving education provider as soon as possible. For an in-year transfer, this should normally be within five days of confirmation of the new setting. For a transfer at the start of a new academic year, it should be transferred within the first five days of the new term. The file must be transferred separately from the main student record, confirmation of receipt must be obtained, and a DSL/DDSL -to-DSL/DDSL discussion should take place where current risk, support needs or relevant safeguarding context require it.
- The College will endeavour to hold more than one emergency contact number for each young person where reasonably possible.
- A clear written record will be maintained of safeguarding concerns, discussions, decisions, actions taken and the rationale for those decisions, including decisions to share information, decisions not to share information, and referrals made or not made to external agencies.

4.4 ID and Lanyards

All staff, contractors, visitors and guests are required to wear a lanyard when on site, identifying themselves as authorised personnel. Lanyards play a prominent role in keeping the college, staff, and students secure - making it easier to identify unauthorised visitors and act quickly. Staff should challenge anyone not wearing a lanyard and support them to wear the appropriate one.

Black Student Lanyards:	Students
Orange Student Lanyards	14-16 Students
Yellow Student Lanyards	HE Students
Blue Visitors Lanyards	Visitors – Visitors must sign into Reception and be always escorted by a member of Nescot Staff.
Red Staff Lanyards	Nescot Staff
Green Staff Lanyards	Staff from other organisations that support our students. These staff must have submitted evidence of an enhanced DBS Certificate to Human Resources and along with a letter of assurance from their employer that they receive regular Safeguarding Training
Yellow Contractor Lanyards	Contractors – See conditions for contractors here
Plain Orange Lanyards	Governors

4.5 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 does not meet the harm threshold, must be reported immediately to a senior member of Human Resources. All L-LCs must be recorded, reviewed, and retained until the individual leaves employment to identify potential patterns.

Low-level concerns, including self-referrals, will be reviewed for patterns and for possible weaknesses in college safeguarding culture or systems. Where staff have concerns about how safeguarding is being carried out, they should use the Whistleblowing Policy.

- **Harm Threshold Allegations (Against Staff):** Allegations that indicate a staff member may have harmed a young person, possibly committed a criminal offence against a young person, behaved in a way that may pose a risk of harm to students, or behaved in a way that indicates they may not be suitable to work with young people, including outside College, must be reported immediately to the Chief People Officer. The Chief People Officer will contact the Local Authority Designated Officer for advice and guidance. The College will make a referral to the Disclosure and Barring Service where the statutory conditions are met.

These arrangements also apply to supply staff and trainee teachers. The College remains responsible for gathering facts and managing the safeguarding process while working with the agency, employment business or training provider. The College will also consider referral to the Teaching Regulation Agency where relevant.

- **Allegations against the CEO/Principal, Chief People Officer or Designated Safeguarding Lead:** Where an allegation is made against the CEO/ Principal, Chief People Officer or Designated Safeguarding Lead (DSL), the concern should be reported directly to the Head of Governance. The Head of Governance will ensure that the concern is brought promptly and confidentially to the attention of the Chair of the Corporation and that the matter is referred to the Local Authority Designated Officer (LADO) and/or other relevant external agency, as appropriate. The Head of Governance will facilitate the necessary governance arrangements to ensure that the allegation is managed independently and that no individual who is the subject of the allegation, or who may otherwise have a conflict of interest, is involved in the management or decision-making relating to the matter. Where an allegation concerns the Chair of the Corporation, the Head of Governance will refer the matter to the Vice-Chair or another appropriate Governor and seek advice from the LADO as necessary.

Chief People Officer: **Donna Patterson**

Head of Governance: **Susanne Wicks**

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.

The Governing Body will receive safeguarding training and sufficient assurance to provide strategic challenge around the SCR, safer recruitment, volunteer checks, filtering and monitoring, staff training, low-level concerns and action tracking , including regular reports from the Safeguarding Team

Governor: Jackie King

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 and monitoring systems. Manages referrals to external agencies including Social Care, Police, Channel and 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 or deputise to a DDSL.

Human Resources will apply safer recruitment checks and maintain and audit the SCR. All volunteers are treated the same as staff regarding checks and therefore not affected by the removal of the supervision exemption. Human Resources will record DBS and Teaching Regulation Agency referral decisions.

DSL:	Andy Cowan	Deputy Principal
DDSLs:	Donna Patterson	Chief People Officer
	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
	Nikki Chan-Lok	Safeguarding and Wellbeing Coach
	Di Gilmore	Safeguarding and Wellbeing Coach for Care Experienced Students and Young Carers
	Leanne Cassidy	Curriculum Manager - 14-16 Provision
	Julie Carter	School Links and 14-16 Learning Support Coordinator
	Ruben Omnu	14-16 Safeguarding and Wellbeing Officer

All Staff	All staff must read KCSIE 2026 Part One in full. Leaders and safeguarding staff working directly with students should read the whole document. The DSL and must act immediately on concerns and refer to the DDSLs. All staff must maintain a child-centred approach and 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
Head of IT and DSL	The responsible senior leader, DSL and Head of IT will complete and record an annual filtering and monitoring effectiveness review covering relevant devices and locations and report to Governors. Head of IT: Simon Bell
Contractors	It is the responsibility of the Head of Estates to ensure all contractors working on site are DBS checked, to enable them to operate without supervision. Additionally, they must have read and signed the Nescot Contractors Safeguarding and Site Information sheet and a letter of assurance has been submitted to the Human Resources Department to confirm the contractor has had sufficient safeguarding training to maintain standards in line with current KCSIE update. Should a contractor be without a current DBS check, they must be always supervised by a member of Nescot staff.

6. Related legislation and documents

Statutory Guidance and Frameworks

- Keeping Children Safe in Education 2026 (KCSIE 2026).
- 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).
- Equality Act 2010.
- Female Genital Mutilation Act 2003 (including mandatory reporting duties for teachers).
- Data Protection Act 2018, UK General Data Protection Regulation and the Data (Use and Access) Act 2025.
- Children's Wellbeing and Schools Act 2026.
- Crime and Policing Act 2026.
- Information Sharing Duty Statutory Guidance (September 2026)
- Children's Wellbeing and Schools Act (Information Sharing Duty provisions)

Internal and Local Policies (Nescot)

- Attendance and Punctuality Policy
- Criminal Records Check (DBS) Policy
- Data Protection Policy
- Digital Safety and Acceptable Use Policy
- Equality, Diversity and Inclusion Policy
- Fitness to study (Mental Health and Disability Support Policy and Procedures)
- IT Acceptable Use Policy (Students)
- Nescot Sexual Harassment Policy (Students).
- Nestots Safeguarding Policy and Procedures.
- Bullying & Harassment Policy (staff)
- Recruitment and Selection procedure

- Staff Code of Conduct.
- Student Code of Conduct and Behaviour Policy
- Surrey Safeguarding Children Partnership Procedures Manual.
- Whistleblowing Policy and Procedures

7. Approval and Review

Version	V7
Policy Originator	Assistant Principal, Learning Support & Student Experience
Quality Impact Assessed	
Approved by	CMT
Date Approved	Autumn 2026
Review Interval	1 Year
Last Review Date	Autum 2025
Next Review Date	Autumn 2027
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.

Abuse

Abuse, neglect and exploitation frequently overlap, and children may experience more than one form of abuse at the same time. Abuse may occur online, offline, or through a combination of both. Children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and may not recognise their experiences as harmful

Physical Abuse

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.

Emotional Abuse

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.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities. Activities may include physical contact, such as assault by penetration or non-penetrative acts, or non-contact activities, such as involving children in looking at or producing sexual images, watching sexual activities, or grooming. Sexual abuse can occur online.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely resulting in serious impairment of 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.

Exploitation

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.

Child Sexual Exploitation (CSE)

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, for example through sharing images or videos. Indicators may include unexplained gifts, associating with others involved in exploitation, older partners, sexually transmitted infections or pregnancy.

Child Criminal Exploitation (CCE) / County Lines

A form of abuse where a child is coerced, controlled, manipulated, deceived or exploited into criminal activity for the benefit of another person, group or organised criminal network. This may include transporting drugs or money, working in cannabis factories, shoplifting, theft, violence, carrying weapons, cuckooing, or involvement in county lines activity. A child cannot consent to their own exploitation and should be recognised as a victim, even if they appear to participate willingly or have committed offences as part of their exploitation. Indicators may include going missing from home or education, unexplained money or possessions, association with older individuals or groups, changes in behaviour, increased absence, being found in distant locations, or involvement in serious violence.

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. Examples include money laundering, money mules, online scams, benefit fraud, forced labour, and financial control related to county lines.

Child-on-Child Abuse

Abuse that occurs between children and young people, which can take place online or offline, and both inside and outside of education settings. It may include bullying (including prejudice-based and discriminatory bullying), physical abuse, sexual violence, sexual harassment, abuse within intimate personal relationships, coercive and controlling behaviour, causing someone to engage in sexual activity without consent, sharing nude or semi-nude images, initiation or hazing-type violence, and serious violence. Child-on-child abuse should never be dismissed as banter, part of growing up, or harmless behaviour and should be treated as a safeguarding concern.

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 normalises inappropriate behaviour 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. Ages and stages of development are critical. HSB may be a symptom of the child's own abuse or trauma.

Making or Sharing Nude and Semi-Nude Images

The creating, possessing or sharing of nude or semi-nude images or videos involving a child under 18. This includes images shared consensually or non-consensually, photographs, videos, livestreams, cyberflashing, digitally manipulated images and content wholly generated through artificial intelligence (AI), including deepfakes and "deep nudes". Every incident requires a safeguarding response. Staff must not view, copy, print, store or forward suspected illegal imagery. Any concern must be reported immediately to the Safeguarding Team and managed in accordance with college safeguarding procedures.

Misogyny

Prejudice, hostility, contempt or discrimination directed towards women and girls. Misogynistic attitudes and behaviours may contribute to sexual harassment, sexual violence, abusive relationships, coercive and controlling behaviour, online abuse and other forms of gender-based harm. Misogyny should be challenged and addressed as part of the College's safeguarding and behaviour procedures.

Misandry

Prejudice, hostility, contempt or discrimination directed towards boys or men. Misandry may be expressed through harassment, bullying, humiliation, intimidation, hate incidents, abusive relationships, online abuse or other harmful behaviour. Such behaviour can negatively affect a student's welfare, wellbeing and sense of safety and should be challenged and addressed through the College's safeguarding and behaviour procedures.

Domestic Abuse

Can be a single incident or pattern of psychological, physical, sexual, financial, or emotional behaviour. Children can be victims by seeing, hearing, or experiencing the effects of abuse at home. The definition captures abuse between personally connected individuals aged 16 or over. Abuse in a young person's intimate relationship is known as teenage relationship abuse.

Racism and Faith-Targeted Abuse

Behaviour, language, harassment, discrimination or violence directed towards an individual or group because of their race, ethnicity, nationality, religion or belief. This may occur online or offline and can significantly affect a student's welfare, wellbeing and sense of safety. Such behaviour may constitute a safeguarding concern and should never be dismissed as banter or prejudice alone.

So-called Honour-Based Abuse (HBA)

Incidents or crimes committed to protect or defend the perceived honour of an individual, family or community. HBA may involve physical, emotional, sexual, financial or psychological abuse and is often characterised by coercion, control, intimidation and the involvement of multiple perpetrators. HBA includes practices such as female genital mutilation (FGM) and forced marriage.

Female Genital Mutilation (FGM)

All procedures involving the partial or total removal of the external female genitalia, or other injury to the female genital organs, for non-medical reasons. FGM is illegal, a form of child abuse and a violation of human rights. Teachers who discover that FGM appears to have been carried out on a girl under 18 have a personal duty to report this to the police

Forced Marriage

A marriage in which one or both parties do not, or cannot, give free and full consent and are subjected to pressure, coercion, threats or abuse. Forced marriage is a form of abuse and may occur alongside other forms of harm, including HBA. It is a criminal offence to cause a child under the age of 18 to marry, regardless of whether coercion is used.

Radicalisation/Extremism

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Extremism is vocal or active opposition to fundamental British values. Concerns should be reported for possible Channel referral.

Mental Health

Mental health problems can indicate that a child has suffered or is at risk of abuse, neglect, or exploitation. Staff are well placed to observe and identify concerns. If a mental health concern is also a safeguarding concern, immediate action should be taken under the child protection policy.

Serious Violence

Any offence of the most serious violence or weapon-enabled crime where the victim is aged 1–19, or assault with injury offences. Indicators may include increased absence, changes in friendships, decline in performance, unexplained injuries, or unexplained gifts or possessions. Violence can peak around school travel times.

Possession, carrying, threatening with or use of a knife or other weapon must always be treated as a safeguarding concern. Any such incident must be referred immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. The College will assess risk to the individual and others, consider potential exploitation, coercion, bullying, serious violence or criminal involvement, and implement appropriate safeguarding, behavioural and disciplinary responses. Police involvement will be considered where appropriate

Illegal Drugs

Possession, use, supply or distribution of illegal drugs may indicate safeguarding concerns, including Child Criminal Exploitation (CCE), County Lines activity, coercion, serious violence or other criminal exploitation. Any incident involving illegal drugs must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. The College will assess risk to the individual and others, consider whether the student may be a victim of exploitation, and implement appropriate safeguarding, behavioural and disciplinary responses. Police involvement will be considered where appropriate

Absence from Education

Persistent, prolonged or unexplained absence from education can be a warning sign of neglect, abuse, mental-health difficulties, child criminal exploitation, child sexual exploitation, serious violence, radicalisation, FGM, forced marriage and other safeguarding

concerns. Repeated removals from learning, part-time timetables and disengagement from education may also indicate that a child requires additional support or protection. Early identification, intervention and multi-agency working are essential.

Online Safety

Technology is a significant factor in many safeguarding issues, with abuse often occurring both online and offline. Online risks can be categorised into four areas: Content (exposure to harmful, illegal or inappropriate material), Contact (harmful interaction with others), Conduct (online behaviour that causes harm) and Commerce (risks associated with financial exploitation, scams or commercial activity). Online risks may include bullying, harassment, exploitation, grooming, radicalisation, misinformation, disinformation, sharing nude or semi-nude images, and abuse involving artificial intelligence (AI), including deepfakes and AI-generated content.

Adults at Risk

A person aged 18 or over who is or may be in need of community care services and may be unable to take care of themselves or protect themselves against significant harm or exploitation.

Young people with medical conditions

Safeguarding should be considered where a medical concern indicates neglect, abuse or exploitation, including withheld information or repeated failure to provide essential medication.

Low-Level Concerns

Any concern, no matter how small, or a sense of unease or nagging doubt, that an adult has acted inconsistently with the Staff Code of Conduct or below the harm threshold. Examples include being over-friendly, having favourites, or engaging one-to-one in a secluded area. Concerns must be reported and recorded to identify patterns.

Young Carers

Children and young people who provide care, assistance or support to a family member. Caring responsibilities may affect attendance, attainment, behaviour, participation, health and wellbeing and should be considered when assessing safeguarding and support needs.

Care Experienced Young People

Young people who are currently in care or who have previous experience of care. Care experienced students may require additional support due to the impact of trauma, disrupted education, transitions and other vulnerabilities that can affect their welfare, wellbeing and educational outcomes.

Private Fostering

A private arrangement for a child under 16, or under 18 if disabled, to be cared for by a non-parent or non-close relative for 28 days or more. Private fostering arrangements must be reported to the local authority so that the child's welfare can be assessed and monitored. Staff who become aware of a possible private fostering arrangement should inform the Designated Safeguarding Lead (DSL).

Gender Questioning

A student may question how they feel about their gender, including whether they identify with the sex recorded at birth. Gender questioning is not, in itself, a safeguarding concern. However, associated risks or vulnerabilities may require safeguarding consideration. Significant requests or concerns should be referred to the Designated Safeguarding Lead (DSL) or a Deputy DSL and managed in accordance with college procedures

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 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 behavioural changes indicating a need for help or protection. Vulnerability factors can be personal, such as identity crisis or searching for belonging, or external, such as contact with extremist groups or violent extremist websites. Nescot staff should be alert to the potential need for Early Help for a child at risk of radicalisation or exploitation.

- The Governing Body has a legal responsibility to ensure all College staff have undertaken Prevent Duty training.
- The DSL and deputies should undertake Prevent awareness training and receive annual updates.
- The DSL leads implementation of the Prevent Policy.
- The DSL and deputies must know local Prevent referral procedures.
- All staff must report concerns around extremism or radicalisation via CPOMS immediately.

Nescot approaches this duty sensitively, without stigmatising, isolating or alienating students, and promotes open dialogue, critical thinking and safe discussion of diverse views. Students may become susceptible through social, personal and environmental factors. Routes include family and friends, direct contact with extremist groups and the internet.

Additional vulnerability indicators include identity crisis, personal crisis, isolation, low self-esteem, family tension, contact with extremist recruiters, accessing or possessing extremist material, extremist narratives, justification of violence, seeking to join organisations, significant changes in appearance or behaviour and high social isolation.

Examples of extremist causes that have used violence include conflicted ideology, extreme right-wing terrorism, Islamist radicalisation, international terrorist organisations and animal-rights extremism.

Referral and Intervention (Channel)

- The DSL will refer cases to the police who will assess and pass to a multi-agency Channel panel where there is a radicalisation concern.
- Channel is a voluntary, confidential support programme focused on early support to people susceptible to being drawn into terrorism.
- The current Healthy Surrey referral process will be used.
- If a student leaves Nescot while receiving Channel support, the DSL should consider sharing information with the new institution to support continuity.

Curriculum and Environment

- Nescot should provide a curriculum that promotes British Values and undermines extremist ideology.
- Staff must create an ethos promoting British Values, respect, equality, diversity and inclusion.
- The appropriateness of filtering and monitoring must be informed in part by the Prevent risk assessment. Nescot uses blocking and keyword monitoring to identify potential misuse and concern.

Record Keeping

All concerns, discussions and decisions relating to Prevent, including 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 as follows:

- **Harming Behaviour:** could result in long-term harm, for example over or under eating, drug misuse or binge drinking.
- **Self-injury:** deliberately harming or injuring oneself, for example cutting, burning, hair pulling or other acts of self-mutilation. It can be a coping mechanism for emotional distress. Although not necessarily intended as suicidal, the distress can also lead to suicidal thoughts and actions.
- **Suicide:** an intentional, self-inflicted, life-threatening act resulting in death.
- **Suicidal intent:** indicated by premeditation, avoiding discovery, failing to alert helpers, final acts such as a note and choosing a method allowing little chance of survival.
- **Students with SEND** may display behaviours perceived as self-harm that have other functions, such as stimulation, frustration, communication or physical pain. Staff must explore what is being communicated.

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

Assess the immediate risk. First resolve the physical issue as a FIRST AID incident. Contact the College Nurse or a First Aider. A referral to Accident and Emergency may be necessary where harm presents danger to health. Parents must be informed unless staff believe this would put the student at risk. If medical treatment is not required, follow the safeguarding procedure. Record all incidents on CPOMS; if CPOMS is unavailable, email safeguarding@nescot.ac.uk.

Good practice guidelines

Listen

- Listen to what the student says and identify whether help is wanted and what help.
- Respect choices and do not impose an agenda unless there is danger to the student or others.
- Remain calm and non-judgemental.
- Do not take responsibility for resolving underlying issues or stopping the behaviour.
- Do not promise confidentiality; explain information must be shared with the Safeguarding and Wellbeing Team.
- Contain your own anxiety and remember self-harm can be a coping strategy.
- Beware of escalating the issue out of proportion.
- Consider the impact on other students and provide support if necessary.

Respond

- Contact the College Nurse or nearest First Aider.
- If there is risk of suicide or life-threatening self-harm, refer to A&E.
- Record on CPOMS, which will notify the Safeguarding and Wellbeing Team.
- Look after yourself while supporting another person.
- Take care of your emotional wellbeing and seek support.
- Be self-aware and do not take on anything outside your competence.
- Maintain boundaries; staff cannot be on call at all times.

Role of the College Nurse

The College Nurse provides a daily drop-in service and supports students with health issues. Emotional problems and self-harm feature significantly in the workload and liaison occurs with the Safeguarding and Wellbeing Team. The Nurse helps manage students at risk of or engaged in self-harm.

Role of the Safeguarding and Wellbeing Team

A disclosure will be assessed by the Safeguarding and Wellbeing Team, which will decide the appropriate action and threshold. Parents will be spoken to unless doing so would place the student at risk. Referral may be to the GP, A&E, MASH, CAMHS or in-house support depending on current risk. Students will be monitored and reviewed and the Fitness to Study procedure may be implemented.

Fitness to Study

After a crisis or absence for mental-health recuperation, the student will need a meeting to assess 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 established by the statutory Safeguarding Partners: the Local Authority, Integrated Care Boards and the Chief Officer of Police.

Duty to Cooperate

Once named as a Relevant Agency, Nescot is under a statutory duty to cooperate with published local safeguarding arrangements.

Local Protocols

The Governing Body must ensure staff are aware of and follow the local criteria for action and local assessment protocol.

Core Approach

All practitioners must follow a child-centred approach within a whole-family focus, exploring the needs of family members and the impact on the child.

Principles of Working with Families and Children

- Child's Voice: seek, hear and respond to wishes and feelings.
- Transparency: tell families what is shared and with whom where safe.
- Information Sharing: the Data Protection Act 2018 and UK GDPR do not prevent safeguarding information sharing.

Community-based Early Help or Family Help should be considered as soon as needs emerge and before or alongside statutory intervention, in line with current local arrangements.

Section 17: the Local Authority must provide support where a child is unlikely to achieve a satisfactory level of health or development without intervention or is disabled. Section 47: the Local Authority must make enquiries where there is reasonable cause to suspect significant harm.

Response Timeliness

Children's social care should acknowledge a referral and decide the next steps and type of response within one working day.

Assessment Duration

Where a statutory assessment is necessary, the maximum timeframe should be no longer than 45 working days. Support does not need to wait for the assessment to conclude.

Appendix 5: Filtering and Monitoring

1. Statutory Requirements and Governance

KCSIE 2026

Nescot's Governing Body and Senior Management Team ensure they do all that is reasonably possible to limit children's exposure to risks from the College's IT systems and ensure that filtering and monitoring arrangements are effective, proportionate and regularly reviewed. This responsibility forms part of the whole-college approach to online safety.

System Implementation and Review: Nescot has appropriate filtering and monitoring systems and reviews their effectiveness at least annually, and following any significant safeguarding, technological or organisational change. The review will be led by the responsible senior leader with the DSL and IT. It will test internet-connected devices in relevant locations, including College-managed off-site devices where applicable, and retain records of checks, findings, actions and follow-up. Cybersecurity incidents with safeguarding implications require joint safeguarding and IT consideration.

DfE Standards: Nescot adheres to DfE standards, including annual review, clear roles, blocking harmful content and effective monitoring strategies. Systems provide real-time tracking, alerts and notifications.

DSL Role: The DSL takes lead responsibility for safeguarding and child protection, including online safety, understanding filtering and monitoring systems and processes, responding to alerts of safeguarding concern and working with IT colleagues to review trends, risks and system effectiveness.

Policy and Risk: Online safety is reflected in safeguarding policy. The Prevent risk assessment informs appropriateness. Policies are reviewed annually.

Training and Awareness: Staff training and induction cover filtering and monitoring expectations and responsibilities. Over-blocking must not unreasonably restrict teaching and learning.

Professional Conduct: Staff maintain an attitude of "it could happen here".

Generative AI can widen Content, Contact, Conduct and Commerce risks, including fabricated images, grooming, impersonation, misinformation, disinformation and harmful content. Safeguarding concerns arising from AI use must be reported. This includes risks arising from AI-generated sexual images, deepfakes, deep nudes, impersonation, misinformation and disinformation.

2. Department for Education Filtering and Monitoring Standards

- Identify and assign clear roles and responsibilities.
- Review provision at least annually.
- Block harmful and inappropriate content without unreasonable impact on teaching and learning.
- Have effective monitoring strategies meeting Nescot's safeguarding needs.

The Governing Body and Senior Management Team review these standards and engage with IT staff and service providers. Monitoring systems are designed to identify safeguarding risks and concerning behaviour. Monitoring is proportionate and risk-based and does not replace staff vigilance, professional curiosity or other safeguarding procedures.

3. External Resources and Support

- UK Safer Internet Centre guidance and webinars.
- South West Grid for Learning tools to check provider compliance with content-blocking lists.
- UK Council for Internet Safety resources including governing-board questions and the Online Safety Audit Tool.

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 young people at our college to be as suicide-safe as possible and governors, parents and carers, teaching staff, support staff, students and other stakeholders to be aware of our commitment. This aligns with our whole-college approach to positive mental health and wellbeing.

Key Personnel

The Safeguarding and Wellbeing Team has explicit responsibility for mental and emotional wellbeing, helped develop this guidance, is familiar with it and has 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, Nicola Chan Lok

Terminology

HOPELINE247: PAPYRUS' free, confidential, 24/7 support and advice helpline for people under 35 struggling with thoughts of suicide and those concerned about a young person. Call 0800 068 4141; text 07860 039967; email pat@papyrus-uk.org.

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

Suicide: intentionally causing one's own death.

Suicide-Safer Community: a community in which stigma is challenged, people speak openly and members are willing and able to support anyone struggling with suicidal thoughts.

Surrey Young Suicide Prevention Toolkit: a PAPYRUS and Surrey County Council Public Health resource for practitioners.

Prevention: methods and interventions intended to reduce suicidal thoughts and deaths.

Postvention: care and support after a suicide.

Introduction

This guidance was created by the Nescot Safeguarding and Wellbeing Team with guidance and support from PAPYRUS Prevention of Young Suicide and Surrey Healthy Schools.

Suicidal thoughts are common

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

We recognise stigma can prevent learning

Stigma around suicide and mental illness can prevent seeking and offering help. The College promotes open, sensitive and non-stigmatising language and relationships.

Suicide is a difficult thing to talk about

A student may find it difficult to disclose suicidal thoughts. Trained staff will recognise signs and escalate concerns.

Suicide is everyone's business

All staff have a responsibility to be suicide-aware and follow safeguarding escalation. Students may speak to a trusted person. The College supports staff with disclosures and works with families, caregivers, agencies and professionals where needed.

Policy Aims

1. Emily Antrobus, Head of Safeguarding, is responsible for design, implementation and maintenance.
2. The Safeguarding and Wellbeing Team understands the guidance and is trained in suicide intervention, with trained staff on duty during opening hours.

3. The Team is the escalation point and CPOMS holds confidential risk records to support continuity.
4. All staff will be made aware of indicators and escalation arrangements.
5. A Surrey Healthy Schools approach addresses mental health and suicide and reduces stigma.
6. College representation at the Local Authority Suicide Prevention Group will be reviewed.
7. The College works with Surrey Public Health to review physical safety, including ligature points, jumping risks and harmful substances.
8. Serious welfare concerns will be escalated and may involve parents, caregivers and emergency services; the student will be told that disclosure cannot remain confidential.
9. Tutorial staff can flag or review concerns; concerns should be recorded immediately on CPOMS or reported to N17. Students will be reviewed and met where needed.
10. Staff are made aware of the Surrey Young Suicide Prevention Toolkit and how to use it.
11. When external services are needed, explicit pathways will be maintained and reviewed.
12. During holidays and out of term, resources such as HOPELINE247 will support continuity of care.

Training

Staff have been trained in suicide prevention via PAPYRUS SPOT, SPEAK and ASIST courses. Training categories reflect roles and likelihood of supporting a student with suicidal thoughts.

How we help ensure a sensitive and safe suicide postvention provision

The Safeguarding and Wellbeing Team is responsible for the College response after a suicide, including liaison with authorities, leadership, family and external agencies including Surrey County Council and Police. The College will liaise immediately with Surrey School Relationships and Support Service, Public Health and other authorities following a suicide or attempted suicide. People bereaved by suicide may be at increased risk. Possible clusters will be addressed with Surrey partners and postvention teams. Bereavement resources are 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

The Safeguarding and Wellbeing Team will review processes, update practice and undertake training. Where possible, external agencies and communities with lived experience will contribute to development. The College will engage with the Surrey Toolkit, share it, share experience of resources and report outdated content or new guidance to Surrey Public Health.

Appendix 7: Brief Sheet for 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 students. At all times you should act in a way that promotes safety and welfare. Concerns about a student, particularly risk of abuse or neglect, must be shared with the College Safeguarding Team. This applies to temporary and franchise staff, work experience and placements, Commercial Services, third-party hire, apprentices and employers, and distance learning.

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

RECOGNISE

- Categories of Abuse: Physical, Emotional, Sexual and Neglect.
- Other concerns: bullying and harassment, child-on-child abuse, racism, faith-targeted or discriminatory abuse, serious violence and weapon threats, modern slavery, young carers, medical neglect, AI-generated or manipulated sexual imagery honour-based abuse, criminal and financial exploitation, substance abuse, sexual exploitation, domestic abuse and radicalisation.

RESPOND

- Listen non-judgementally and stay calm.
- Ask open questions to clarify and reassure, but do not investigate.
- Do not put words in the student's mouth.
- Explain that information must be passed only to those who need to know.
- Do not promise confidentiality, convey judgement or shock, discuss outside the Safeguarding Team or take matters into your own hands.

REPORT

Visiting N17; contact safeguarding@nescot.ac.uk; call 020 8394 1731 and to be transferred to the Safeguarding Team; Duty Manager Monday–Thursday, 5pm–9pm: 07973 882981.

RECORD

Complete a written report recording the date, time, place and what was said.

REFER

The Safeguarding Officer will contact relevant agencies to ensure support is given.

Apprenticeships

All learners receive safeguarding induction, support-service details and Safeguarding Team contacts. Assessors check understanding at every review. Pre-placement health and safety and insurance checks are completed and employers receive relevant policies.

Distance Learning

Students receive a telephone induction and handbook explaining how to contact the Safeguarding Team.

Work Experience, Industry Placements, Supported Internships and Apprenticeships

Nescot is committed to safeguarding and promoting the welfare of all learners undertaking work experience, industry placements, supported internships, apprenticeships and other forms of work-based learning. Before any placement or apprenticeship begins, the College will undertake proportionate checks to satisfy itself that appropriate safeguarding, supervision, welfare, health and safety and reporting arrangements are in place.

Work Experience, Industry Placements and Supported Internships

Placement providers must ensure that learners are appropriately supervised and receive a suitable induction, including relevant health and safety, workplace and safeguarding information. Employers will be provided with relevant safeguarding guidance and must report safeguarding concerns, attendance concerns and any incidents that may affect a learner's welfare, safety, wellbeing, behaviour, progression or suitability for the placement without delay to the staff member who has authorised the work placement or the numbers listed above.

Where appropriate, relevant information relating to a learner's support needs, reasonable adjustments, Education, Health and Care Plan (EHCP), risk assessment or care plan may be shared with the placement provider to support the learner's safety, wellbeing and successful participation in the workplace.

Where a placement involves regulated activity or otherwise requires a DBS check, the appropriate checks will be completed before the placement commences.

The College retains responsibility for monitoring the welfare of learners on placement and will respond to safeguarding concerns in accordance with its safeguarding procedures.

Apprenticeships

Prior to the commencement of an apprenticeship, the College will undertake appropriate employer due diligence, including checks relating to employer suitability, health and safety compliance, insurance arrangements and the employer's capacity to support the apprenticeship programme.

Employers must identify an appropriate workplace mentor and nominated safeguarding contact and are responsible for maintaining suitable safeguarding, welfare and reporting arrangements within the workplace. Employers will be provided with information regarding safeguarding, Prevent, wellbeing and reporting procedures and must cooperate with the College in promoting the welfare and safety of apprentices.

The College will maintain regular contact with both the apprentice and employer throughout the apprenticeship and will respond to any safeguarding, welfare or employment concerns in line with College procedures. Where an employer is considered unsuitable and concerns cannot be resolved, the College may withdraw approval of the placement and support the apprentice to secure an alternative employer where appropriate.

External Providers

External and out-of-school providers using College premises remain responsible for their own safeguarding arrangements, policies and procedures. Where safeguarding concerns arise in relation to activities taking place on college premises, Nescot will follow its own safeguarding procedures and may make referrals to Children's Social Care, the police, the Local Authority Designated Officer (LADO) or other agencies as appropriate.

Further Information

Nescot College Safeguarding Policy and Procedures: www.nescot.ac.uk/policies

Appendix 8: Operational Guidance for Supporting Students Questioning Their Gender

Purpose

This appendix provides guidance for staff when responding to students who are questioning their gender. Gender questioning is not, in itself, a safeguarding concern. However, individual circumstances may give rise to safeguarding, wellbeing, equality, privacy or safety considerations that require assessment and support.

Each case must be considered individually, taking account of the student's age, wishes and feelings, welfare, safeguarding needs, legal rights and the rights and safety of others.

Initial Response

- Listen calmly, sensitively and without judgement.
- Clarify the request using open and proportionate questions.
- Avoid making assumptions about the student's identity, needs or future intentions.
- Do not promise confidentiality or agree significant changes immediately.
- Consider whether there are any safeguarding, wellbeing, mental health, bullying, harassment, self-harm or family-related concerns.
- Record concerns factually and objectively.
- Refer significant requests, disclosures or concerns to the Designated Safeguarding Lead (DSL) or a Deputy DSL.

Decision-Making

- Each request must be considered on a case-by-case basis.
- Decisions should take account of:
 - the student's wishes and feelings;
 - the student's age and maturity;
 - safeguarding and wellbeing considerations;
 - relevant professional or clinical advice where available;
 - equality and human rights considerations;
 - privacy and data protection requirements;
 - health and safety requirements;
 - the rights, privacy and safety of other students and staff.
- Significant decisions should not be made by individual members of staff acting alone.
- The DSL or DDSL will oversee significant decisions and ensure an appropriate record is maintained.

Parent and Carer Involvement

- For students under 18, the College will normally seek to work in partnership with parents or carers where this is considered to be in the student's best interests.
- Decisions regarding parental involvement will consider the student's age, wishes, safeguarding needs, family circumstances and any known risks.
- Information will not normally be withheld from parents or carers where there are safeguarding, welfare or legal grounds for disclosure.
- Where the DSL determines that parental involvement may place a student at risk of harm, the rationale for any alternative approach must be clearly recorded.
- For students aged 18 or over, confidentiality and information sharing will be managed in accordance with safeguarding, adult safeguarding and data protection requirements.

Names, Pronouns and Records

- Requests relating to names, titles and pronouns will be considered individually.
- Informal day-to-day use should be distinguished from formal, legal or statutory records.
- The College must ensure records remain accurate and comply with legal, funding, examination and regulatory requirements.
- Biological sex will be recorded accurately where required for legal, regulatory, safeguarding, health and safety or operational purposes.

- Any agreed changes must be recorded appropriately.
- Information will only be shared on a need-to-know basis and in accordance with safeguarding and data protection requirements.

Facilities, Toilets and Changing Rooms

- Single-sex facilities established in accordance with legislation will continue to operate in accordance with legal requirements.
- Arrangements relating to toilets, changing rooms and other facilities will be considered individually.
- Decisions will take account of privacy, dignity, safeguarding, safety and the wellbeing of all students.
- No student should be required to use facilities in which they feel unsafe.
- Alternative arrangements may be considered where appropriate and proportionate.
- Any agreed arrangements should be documented and reviewed regularly.

Sport and Physical Activity

- Participation in sport and physical activity will be considered on a case-by-case basis.
- Decisions will take account of safeguarding, safety, fairness, privacy, the nature of the activity and the rights of all participants.
- Where alternative arrangements are required, these will be proportionate and documented.

Educational Visits, Work Placements and Residential Activity

- Educational visits, work placements, enrichment activities and residential provision must include consideration of safeguarding, supervision, privacy and welfare.
- Risk assessments should identify any relevant issues and appropriate control measures.
- Placement providers and external organisations will receive relevant safeguarding information where required.

Accommodation and Overnight Stays

- Overnight accommodation arrangements for students under 18 must prioritise safeguarding, privacy, dignity and the welfare of all participants.
- Students under 18 of different biological sexes must not share sleeping accommodation.
- Sleeping, changing and washing facilities will be arranged in accordance with safeguarding requirements, health and safety duties and relevant legislation.
- Any exceptions, adjustments or alternative arrangements must be subject to an individual risk assessment and DSL approval.
- The rationale, risk assessment, agreed arrangements and review arrangements must be clearly documented.

Record Keeping and Confidentiality

- Significant requests, discussions, decisions and agreed arrangements must be recorded.
- Records should include:
 - the nature of the request;
 - factors considered;
 - safeguarding considerations;
 - persons involved in decision-making;
 - agreed actions;
 - review dates.
- Records should be retained securely and in accordance with college procedures.
- Information will only be shared with those who need it to fulfil their safeguarding or professional responsibilities.

Review

- Arrangements will be reviewed whenever circumstances change or concerns arise.
- Students should be given opportunities to discuss whether agreed arrangements remain appropriate.
- Requests that are withdrawn, amended or reversed should be managed sensitively and without judgement.
- Reviews, decisions and rationale must be documented to provide a clear audit trail.

Appendix 9: External Services

Help in a crisis

- Contact your own GP.
- Visit Accident and Emergency.
- Contact the NHS First Response Team on 111, option 2, to speak with a mental-health professional.
- Call Samaritans on 116 123.
- Havens in Surrey offer drop-in support: Children and Young People's Haven at www.cyphaven.net; Adult Safe Haven at www.sabp.nhs.uk.

Local Services

- Kooth: free online counselling for young people living or studying in Surrey. www.kooth.com
- Off the Record, Sutton, Merton and Croydon: free counselling for ages 11–25. www.talkofftherecord.org

National Services

- Childline: free confidential support under 19. 0800 1111; www.childline.org.uk
- The Mix: information and support under 25. 0800 808 4994; www.themix.org.uk
- PAPYRUS: suicide-prevention support. 0800 068 4141; www.papyrus-uk.org
- Beat eating disorders: 0808 801 0711; www.beateatingdisorders.org.uk
- Mermaids: support for transgender and gender-diverse young people, families and professionals. 0344 334 0550; www.mermaidsuk.org.uk
- Centrepoin: support for ages 16–25 who are homeless, sofa-surfing or at risk. 0845 466 3400; www.centrepoin.org.uk
- Samaritans: 116 123; www.samaritans.org
- YoungMinds: information for young people, parents and professionals. 0808 802 5544; www.youngminds.org.uk
- HeadMeds: information about mental-health medication. www.headmeds.org.uk