

This newsletter has been produced by several partner organisations across Staffordshire, with the aim of pulling together useful information about children & young people's mental health and emotional wellbeing.

This newsletter is produced every half-term and **we would welcome your thoughts on the types of information that would be most useful to you.** Please contact [louise.andrews-gee@staffordshire.gov.uk](mailto:louise.andrews-gee@staffordshire.gov.uk)

## HAVE YOUR SAY - KIND MINDS SURVEY!

The Kind Minds newsletter has been provided on a half-termly basis during the 2020/21 academic year.

We are asking all school, organisations and individuals who have received the Kind Minds newsletter to fill in a short survey to capture your thoughts on Kind Minds.

We are also asking people who haven't previously accessed the Kind Minds newsletter to fill in the survey and share their views on the sort of information they would find useful.

We understand how busy you are before the end of term, and your input will be invaluable to help inform future decisions and future content of the newsletter.

**The survey runs until Wednesday 21<sup>st</sup> July.**

Please fill in our survey, which can be found here: [Kind Minds e-newsletter on children and young people's mental health and emotional health and wellbeing - Staffordshire County Council - Citizen Space](#)



## UPDATE: DfE Wellbeing for Education Return/ Recovery

The focus for phase 2 of the Wellbeing for Education Return project in Staffordshire will be **staff wellbeing** and **early years**.

We are currently exploring a range of ideas including a virtual gym and wellbeing sessions, along with Mental Health First Aid and personal resilience training. We are also exploring peer support apps for both education staff and young people.

More information will follow. In the meantime, if you would like to share any of your ideas please contact [karen.coker@staffordshire.gov.uk](mailto:karen.coker@staffordshire.gov.uk)

More recently, the DfE have written to local authorities informing them of a national phase 2 called 'Wellbeing for Education Recovery'. Local authorities will receive another small grant to support phase 2.





## Review invites feedback on CAMHS services in South Staffordshire



Clinical Commissioning Groups (CCGs) in South Staffordshire have launched a review of Child and Adolescent Mental Health Services (CAMHS) delivered by Midlands Partnership NHS Foundation Trust, inviting parents, young people and support groups to share their views.

An online survey runs until Sunday 20<sup>th</sup> June, featuring a range of multiple-choice and open-ended questions designed to get feedback on current services and ideas on ways in which they could be improved. Questions include understanding how long families have waited from referral to their first appointment, and the importance of environmental factors such as distance and parking availability when attending appointments.

Following the closure of the survey, responses will be analysed, and a report written by the CCG. This will be used to help shape the service in the future.

Further information is available at [www.staffordsurroundsccg.nhs.uk/news-events/892-child-and-adolescent-mental-health-services-camhs-review](http://www.staffordsurroundsccg.nhs.uk/news-events/892-child-and-adolescent-mental-health-services-camhs-review).

Take part in the survey at <https://nhs.researchfeedback.net/s.asp?k=161601526220>.

An Easy Read version is also available at <https://nhs.researchfeedback.net/s.asp?k=161606427438>.



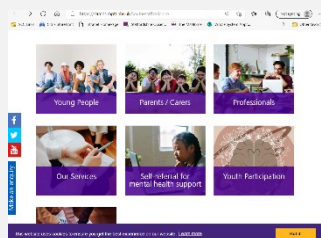
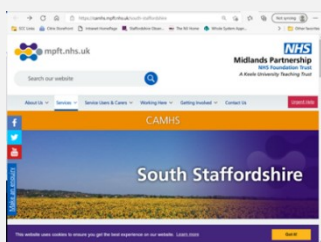
## MPFT CAMHS Website re-launch – South Staffordshire

South Staffordshire Child and Adolescent Mental Health Services (CAMHS) are delighted to announce the launch of their new and improved website following a comprehensive refresh of the content on the site to provide children, young people and their families/ carers with the information they need.

As well as information about CAMHS services, the site provides loads of useful support and guidance, and links to online resources and apps aimed at young people, parents/ carers and professionals.

You will find referral forms for mental health services provided by MPFT, information on youth participation and how to provide feedback.

To view the new site please visit:  
<https://camhs.mpft.nhs.uk/south-staffordshire>






## JUNE IS PRIDE MONTH!


The whole of June is pride month, where people across the world come together to celebrate the LGBTQ+ members of our communities.


Pride month is a great opportunity for schools to explore the history of the LGBTQ+ rights movement, and to celebrate diversity and difference in the whole school community.


Young people who identify as LGBTQ+ are [more likely](#) to experience mental health issues, so schools visibly supporting LGBTQ+ rights can help children feel safe to explore their identities as they get older.


**We've collected some information, training opportunities and resources that schools can use to celebrate pride month, including lesson plans, worksheets and policy guidance:**

 Pride Month resources from [Mentally Healthy Schools](#), including a '[same but different](#)' assembly plan, LGBTQ+ history lesson packs, and many other resources.

 [LGBTQ+ children and young people](#) – information on the risks and protective factors from [Mentally Healthy Schools](#)

 [LGBT-inclusive RSHE: a guide for schools](#) from [Stonewall](#) and Mentally Healthy Schools.

 [Queer Futures](#) – national study investigating the self-harm and suicide of LGBTQ+ youth – reports and resources for professionals working with children and young people.

 [Celebrating Pride Month 2021 – FutureLearn](#) discusses the origins of pride, what's happening this year and why it is still so important.

### Training opportunities:

**LGBT Level 2 Certificate in LGBT Inclusion in the Workplace** course – a 12 week, FREE online and accredited course. Helps you to recognise your responsibility in creating and maintaining a supportive workplace environment for LGBT people. Find out more at [Think Employment](#).

**Inclusive Education: Essential Knowledge for Success** – [FutureLearn](#) are offering this FREE online course, to help you discover what inclusive education really is, explore it's benefits and learn to implement it at system, school and classroom level.

**A Global History of Sex and Gender: Bodies and Power in the Modern World** - [FutureLearn](#) and the University of Glasgow are offering this FREE online course, on how a focus on gender and sexuality transforms our understanding of modern, global history.

## **The Anna Freud Link Programme**

The Anna Freud Link Programme pilot ran from 2015. It's evaluation and joint training approach has shown the benefits of building strong relationships between schools, colleges and NHS mental health services. The training lays the foundations for, and is central to, establishing a whole-school or whole-college approach to mental health.

The programme provides Mental Health Support Team (MHST) Co-ordinators and senior mental health leads with the opportunity to:

- Look at how education and health are currently working together;
- Develop knowledge of mental health problems seen by specialist services;
- Reflect on how they currently manage mental health issues; and,
- Understand the purpose of and methods for measuring wellbeing.

**Only certain local areas will be participating in the Link Programme - local authorities have been asked to express an interest in the Link Programme by 14<sup>th</sup> June 2021, for schools in their area.**

For more information about the Anna Freud Link Programme, please visit [Mental Health Services \(annafreud.org\)](https://annafreud.org)

## **Update on Senior Mental Health Lead Training**

The [Department for Education](https://www.gov.uk/government/departments/department-for-education) has also committed to provide training for senior mental health leads in all state-funded schools and college in England. The training will equip senior mental health leads with the knowledge to introduce or develop their whole-school or whole-college approach to positive mental health and implement effective processes for ensuring pupils and students with mental health problems receive appropriate support.

The Government has prioritised providing bespoke training and support to meet the immediate challenges that all schools and colleges face in supporting the wellbeing of children and young people during the pandemic, delaying the delivery of senior lead training. We encourage existing mental health leads to consider how they might further develop their whole-school or whole-college approaches to supporting children and young people during the pandemic, supported by training and advice from Staffordshire County Council's Wellbeing for Education Programme (please contact [karen.coker@staffordshire.gov.uk](mailto:karen.coker@staffordshire.gov.uk)).

Having reviewed training needs, the DfE are now engaging potential providers of [training for senior mental health leads](#) so that training can start in the next academic year (2021/22). The DfE intends to provide schools and colleges with a grant and appropriate support to purchase high quality training that meets their needs, subject to feasibility.



## Best Practice – Practice Tools



Measurable outcomes are common in different areas of work, including mental health. They help us identify what support is required, how often and what difference it has made... The 'so what' factor!

There are many measurable outcome tools, some are used to complement formal diagnosis, assessment screening, inform care planning and provide statistical data. One of the most recognised outcome tools is the [Strengths and Difficulties Questionnaire \(SDQ\)](#). This is a brief behavioural screening questionnaire about children that can be scored between 0-40. It exists in several versions to meet the needs of researchers, clinicians, and educationalists. Each version includes between one and three of the following components, **emotional symptoms, conduct difficulties, hyperactivity and inattention, peer relationship problems and prosocial behaviour**. Prosocial behaviour or intent to benefit others, is a social behaviour that 'benefits' other people or society, such as helping, sharing, donating, co-operating, and volunteering. Obeying the rules and conforming to socially accepted behaviours are also regarded as prosocial behaviours.

The **Child Outcomes Research Consortium (CORC)** and **Anna Freud Centre** are two of the UK's leading children's mental health and wellbeing organisations. They are encouraging the use of measurable outcomes, including the SDQ to help those working with children to improve their mental health and emotional wellbeing. They see the outcome measures as 'practice tools' designed primarily to 'open up' conversations about mental health and emotional wellbeing. Whilst a score is important it is not an 'absolute' and some interpretation is required.

There is a lot more information about the SDQ and other [CORC Outcome and Experience Measures](#) via their website. The website will allow you to find and filter Outcome and Experience Measures by age and domain (such as wellbeing, functioning, goals etc). You'll also be able to explore new tools that may help support your conversations with children and young people.

*With thanks to Danny Mulligan (Mental Health Lead for Children/ Approved Mental Health Professional) and Sarah Newton (Commissioning Officer), Staffordshire County Council.*



## Autism Toolbox – A SUCCESS!



The Children and Young People's Autism Service in South Staffordshire's Autism Toolbox intervention programme for parents and carers has proven a big success!

This 10-week programme is delivered virtually and is available to families whose child or young person has recently received a diagnosis of autism, and a programme of support sessions for families who only require advice and strategies for specific areas of need to support their child or young person at home on a day-to-day basis. These sessions provide parents/carers with the strategies and knowledge to support their child or young person at home on a day-to-day basis and cover such topics as communication, sleep, anxiety, rigidity and managing behaviours that challenge. Sessions are delivered in 10-week cohorts by a range of professionals from within the service and feedback thus far has been extremely positive.

Parents/ carers can contact the team on 0300 303 0691 (9am-5pm, Monday to Friday) or email [cypautismservice@mpft.nhs.uk](mailto:cypautismservice@mpft.nhs.uk) to find out more information on this programme, or go to [www.mpft.nhs.uk/services/children-and-young-people-autism-service](http://www.mpft.nhs.uk/services/children-and-young-people-autism-service) where visitors can find a range of information about the team and resources to support families across South Staffordshire.





## CALL FOR ACTION Attachment and Trauma Needs within schools



### It's time to join the campaign to raise awareness of Attachment and Trauma Needs within schools across England.

In every school there are children with a variety of vulnerabilities, including children in care, those with social work involvement, those who have suffered significant trauma, or who have unmet emotional and attachment needs. These children are more likely to suffer poor mental health, less likely to reach their full potential, more likely to be excluded, and to be at risk of exploitation.

Whilst not every student will experience a significant trauma in life, all us humans experience loss, stress, and challenges. If we focus on the dichotomy of 'student who experiences trauma' and 'student who hasn't experienced trauma', we lose an opportunity to expand the social-emotional toolbox of every student. Relationships are vital for all children in school. The 'Future in Mind' report by the Children and Young People's Mental Health Taskforce (2015) recognises that attachment relationships and a sense of belonging are key to good mental health for all, but are essential for children who have experienced multiple relational losses and trauma.

The National Institute for Health and Care Excellence (NICE) published the results of its extensive evidence review in 2015 (NICE, 2015), concluding that **'Schools and other education providers should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training'**. The first recommendation of the report *Safely Reducing the Number of Children Going into Care* was that **'attachment and trauma awareness should be embedded in schools and social work'**. They pointed out that: *'the majority of teachers feel inadequately prepared for dealing with such vulnerabilities'* (Centre for Social Justice, 2021).

The Attachment Research Community (ARC) supports schools and settings to develop best attachment and trauma aware practice. ARC is a charitable organisation established in 2017 with a mission to support all schools to be attachment and trauma aware by 2025. The Attachment Research Community has developed a **'Call to Action'** backed by organisations as diverse as the National Association of Virtual School Heads (NAVSH), Adoption UK, The Fostering Network and the Universities Council on the Training of Teachers (UCET). The document entitled **'Attachment and Trauma Awareness - teaching, learning and emotional wellbeing in schools'** calls for specific action in a number of areas:

- Revised DfE Guidance on Mental Health and Behaviour in schools to take account of the emotional and relationship needs of all members of the school community, including staff
- The inclusion of attachment and trauma awareness in Initial Teacher Training, in the Early Career Framework and in the National Professional Qualifications for school leaders.
- Specific support to school leaders in implementing attachment and trauma aware approaches, and continuing professional development for all teachers
- Revision of the Ofsted Inspection Framework for schools and for children's services to make specific reference to attachment and trauma informed practice

The **Call to Action** Document also contains proposals which are rooted in research evidence and professional interpretations of best practice. They complement DfE Guidance on supporting mental health in schools (DfE, 2018) and on teaching about mental wellbeing (DfE, 2020). The

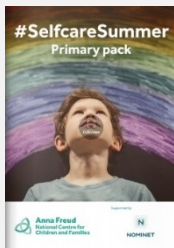


recommendations support a whole school approach which is efficient and effective in improving learning and well-being outcomes for **all** children. To access and find out how you can support the **Call to Action** document please visit [www.the-arc.org.uk/calltoaction](http://www.the-arc.org.uk/calltoaction).

The Virtual School aims to support the development of attachment aware settings through their Developing relational schools: becoming trauma informed and attachment aware pathway. For more information regarding the pathway please contact Dr Adele Thacker, Educational Psychologist for the Virtual School ([adele.thacker1@staffordshire.gov.uk](mailto:adele.thacker1@staffordshire.gov.uk)).

*With thanks to Dr Adele Thacker, Educational Psychologist for the Virtual School, Staffordshire County Council.*

### #SelfcareSummer Primary pack



Self-care is about what you can do to help yourself feel better or to keep yourself feeling good.

The #SelfcareSummer Primary resource is full of fun activities designed to help children look after their mental health and wellbeing while enjoying themselves. It also signposts them and their families to additional support if they need it.



It's all part of the Centre's #SelfcareSummer campaign which highlights activities, support and advice every day throughout the summer. It includes *Challenge Tuesdays* where young people can share their artwork, photography, poems, crafts or activities to help support their wellbeing over the summer.

You can download and share the pack at the website here: <https://www.annafreud.org/schools-and-colleges/resources/selfcaresummer-primary-pack/>

You can also download the AFC Crisis Messenger poster for primary schools at the website, or join the free [Schools in Mind Network](#).



### Transitions Toolkit: resources for starting, changing or leaving school or college

Free toolkits for primary, secondary and FE settings, full of practical resources to help pupils and their parents manage changes in their education.

In the **primary toolkit**, there are a number of resources for children about to start or leave primary school, including lesson plans, assemblies and worksheets. There are also resources that schools can share with parents and carers, helping them feel more prepared for the transition too.

In the **secondary/ FE toolkit**, there are resources to help schools to welcome new students, as well as resources to help prepare young people for leaving school. There are also resources for parents and carers, with advice on how they can support their children as they go through these changes.

Please download the toolkits here: [Transition toolkit: resources for starting, changing or leaving school or college : Mentally Healthy Schools](#)

## CAMHS Youth Participation – South Staffordshire

Midlands Partnership NHS Foundation Trust are promoting participation activities, workshops and projects over the coming months to ensure children and young people's voices are being heard, to influence the work it offers and ultimately ensure their mental health needs are being met.



If you know of a young person who may be interested in getting involved in the following projects, please get in touch:

- Design and improvement of waiting areas within its clinics;
- Support with Interviews for staff within the teams;
- Forum to gain feedback;
- LGBTQ forum to improve knowledge, understanding and awareness.



The team can be contacted via their webpage at <https://camhs.mpft.nhs.uk/south-staffordshire/youth-participation>

Or via their social media @YParticipation or via email at [participation@mpft.nhs.uk](mailto:participation@mpft.nhs.uk)

## Training Opportunities



### The Guide Digital Mental Health Literacy for All

*Action for Children* ★ *Gweithredu dros Blant*



Free online training  
Suitable for professionals supporting young people  
Designed to improve mental health knowledge and understanding  
Designed to reduce stigma  
Designed to support young people to increase help-seeking behaviours  
Evidence based

Guide Digital training is delivered via Microsoft Teams in groups of up to 15 people over four sessions of 2½ hours each.

All 4 sessions need to be attended, due to the nature of the training.

CPD certificate (10 hours) awarded on completion of all four sessions  
& the return of the Pre and Post Training Questionnaire.



Supporting and safeguarding children is everybody's business. To help build supportive, responsive and skilled communities for children to be raised means sharing knowledge and understanding with all those involved in helping children learn, grow and develop to reach their potential.

**Please contact us on the below email to book your space today**

**[GuideDigital@actionforchildren.org.uk](mailto:GuideDigital@actionforchildren.org.uk)**



## Psychological First Aid: Supporting Children and Young People



[Public Health England](#) has launched a new Psychological First Aid e-learning on supporting children and young people in emergency and crisis situations via the [Future Learn](#) platform. This programme is aimed at professionals (including education staff), volunteers and members of the public interested in supporting the psychological wellbeing of children and young people during and after the pandemic and other potentially traumatic or stressful incidents.

It is free, takes about three hours to complete (split into three sessions that the learner can complete at their own pace) and no previous qualifications are required. Visit <https://www.futurelearn.com/courses/psychological-first-aid-for-children-and-young-people> for more information and to enrol.

## Digital Wellbeing



Do digital technologies affect our wellbeing? Explore the concepts of health, relationships and society in the digital age.

It is free, takes about three weeks to complete, with three hours study per week (the learner can complete this at their own pace), and no previous qualifications are required. Visit [Digital Wellbeing - Online Wellbeing Course - FutureLearn](#) for more information and to enrol.

## Managing Mental Health and Stress



[Future Learn](#) offers this short course, focussing on supporting your mental health during the pandemic.

Mental health is as important as our physical health, and it can fluctuate on a spectrum from good to poor. Work-related stress and mental health problems often go together, and the symptoms can be very similar. In this course, you will have the opportunity to discuss the definitions of mental health and stress and explore how to recognise the key signs.

It is free, takes about six hours to complete (split into two sessions that the learner can complete at their own pace) and no previous qualifications are required. Visit [Managing Mental Health and Stress - Online Course \(futurelearn.com\)](#) for more information and to enrol.

## Understanding Anxiety, Depression and CBT



[Future Learn](#) and the University of Reading are offering this short course, to improve your understanding of depression, anxiety and to find out more about an effective and evidence-based treatment: CBT.

This course will help you explore what it means to have anxiety or depression and how they are identified. It will also demonstrate the leading evidence-based treatment – Cognitive Behaviour Therapy. It is not intended to be a self-help treatment for anyone, nor can it be used to formally diagnose yourself or anyone else, but to help understand those labels and what they mean.

It is free, takes about 15 hours to complete (split into five sessions that the learner can complete at their own pace) and no previous qualifications are required. Visit [Understanding Anxiety, Depression and CBT - Online Course \(futurelearn.com\)](https://www.futurelearn.com/courses/understanding-anxiety-depression-and-cbt) for more information and to enrol.



### Information and resources from Staffordshire Police

At the end of the newsletter you will find some printable resources produced by Staffordshire Police:

- 1) **Know Your Games** – a leaflet showing some of the most popular games and apps currently being used by children, and some Online Safety Resources.
- 2) **County Lines** – postcard leaflet.

If you would like pdf copies of these posters please email your request to [louise.andrews-gee@staffordshire.gov.uk](mailto:louise.andrews-gee@staffordshire.gov.uk).

### Feeling confused? Below is a summary of who can access which service (of those featured above):

CAMHS (child and adolescent mental health support)	C&YP up to the age of 18. Self-referrals may be made by C&YP and parents / carers (where available) or by GPs, school nurses, schools and teachers, local support teams and counselling services.
MPFT's Autism Toolbox	Parents/ carers of CYP with a recent autism diagnosis. Parent/s carers can enquire via phone or email. Referrals can be made via phone or email for the 10-week programme.



Cannock Chase Clinical Commissioning Group  
 East Staffordshire Clinical Commissioning Group  
 North Staffordshire Clinical Commissioning Group  
 South East Staffordshire and Seisdon Peninsula Clinical Commissioning Group  
 Stafford and Surrounds Clinical Commissioning Group  
 Stoke-on-Trent Clinical Commissioning Group

**Know Your Games** – a leaflet showing some of the most popular games and apps currently being used by children, and some Online Safety Resources.

*The following are some of the most popular Games & Apps currently being used by children and Online Safety Resources*

## Know your Games



**Twitch** is a live streaming site which lets gamers share live gameplay for others to watch and comment on.



**Roblox** is an online game and app which allows creation of own games, play games others have made or chat to other players.

There are parental controls that allow for a selection of chat options and a PIN to allow age appropriate games to be played.



**Among Us** is popular with primary school children.

Players can join a game with their friends and the game randomly selects one of the players to be an 'imposter' who the other players aim to defeat.



## Know your Apps



**TikTok** is a global video community where users create, share and discover short video clips.

By default user accounts are automatically set to public when an account is created. This means anyone in the world can see what a user has posted on their account and can make contact with them.



**Omegle – Talk to strangers!** *"The Internet is full of cool people; Omegle lets you meet them."*

Omegle is a website which is specifically designed to allow users to talk to strangers.

It works by randomly matching users to talk one-to-one using either text or video. It is free and anonymous to use, with no account registration or age verification.



**Snapchat** is a picture and video sharing app.

Users can specify how long these posts stay on for before they disappear. However this does not mean images are permanently deleted as screen shots can be taken.

'Geofilters' can also be used which can show where a person is.



**Know Your Games** – a leaflet showing some of the most popular games and apps currently being used by children, and some Online Safety Resources

## What to Do

Make an agreement about use & time online and stick to it. Talk about:

- Some people may pretend to be someone else.
- The risks of giving personal data to anyone online (for example address, photo, school, bank details).
- The danger of meeting up with someone who they met online in the real world.
- Always telling a trusted adult if they are planning to do this and how to be safe.
- Share the same curiosity for online friends as you would for offline friends.

### Net Aware

NSPCC's Net Aware provides safety advice on all the most popular apps and games  
<https://www.net-aware.org.uk/>



UK Safer Internet Centre provides advice and resource to stay safe online  
<https://www.saferinternet.org.uk/>



Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline  
<https://www.thinkuknow.co.uk/>



Support for parents and carers of children who have been or are at risk of exploitation



## Reporting

If you are at all concerned by the way someone is behaving towards a child online, it is important to report it straight away.



In an emergency telephone: 999  
For a non-emergency telephone: 101



Reports can be made to the [CEOP](#) (Child Exploitation and Online Protection Command) who are part of the National Crime Agency.



Child sexual abuse content found online should be reported to the [Internet Watch Foundation](#) (IWF).





## County Lines – postcard leaflet.

**MONEY**  
**DRUGS**  
**BELONGING**  
**EXPLOITATION**  
**STATUS**  
**GANGS**  
**COUNTY LINES**  
**THE REALITY**

**IT'S HAPPENING.**  
**YOUR AREA? YOUR STREET? YOUR HOME?**

City of Stoke-on-Trent  
Staffordshire County Council  
catch 22

## IT'S HAPPENING. YOUR AREA? YOUR STREET? YOUR HOME?

The term County Lines describes gangs and organised criminal networks involved in moving illegal drugs into other areas of the country, often smaller areas, using dedicated mobile phone lines known as 'deal lines.'

Dealers will take orders from drug users through mobile phones and take advantage of children and vulnerable people to move and store drugs and money. Often they do this through blackmail, intimidation and violence.

### HOW ARE CHILDREN BEING EXPLOITED?

Children and vulnerable people can be groomed online or face-to-face by a stranger or someone they know. They can receive money, mobiles, credit, expensive clothing, jewellery, or other items/ gifts in exchange for a specified task.

### WHAT IS CUCKOOING?

Cuckooing is a form of county lines crimes in which drug dealers take over the home of a vulnerable person in order to take advantage of them and use it as a base for drug dealing.

### COMMON SIGNS

**Common signs to look out for which could indicate that a person is involved in County Lines and possible drug dealing:**

- Change in emotional wellbeing (e.g. secretive, withdrawn, aggressive, emotional)
- An increase in anti-social behaviour
- Missing episodes from home or school
- Receiving more texts or calls than usual
- Substance misuse and/or drug paraphernalia
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cash)

- Isolation from friends
- May be carrying a weapon
- Unexplained injuries

**The following signs suggest that someone could be a victim of cuckooing:**

- An increase in anti-social behaviour
- Other people seen inside the house or flat who don't normally live there
- People coming and going from the property at all hours
- More taxis and cars than usual appearing at the property
- Not seeing the person who lives there as frequently
- When you do see the occupant, they may appear anxious or distracted
- Seeing drugs paraphernalia near to the property

## CONCERNED?

If you are worried that someone is at immediate risk of harm contact 999.

**Staffordshire Police**  
Private message us on Facebook and Twitter  
Phone: 101

**Crimestoppers**  
Report anonymously:  
Phone 0800 555 111  
or fill in their online form.

**Stoke-on-Trent City Council**  
If you are worried about a child or young person in Stoke-on-Trent, contact the **Safeguarding Referral Team** on 01782 235100 or out of hours 01782 234234

**Staffordshire County Council**  
If you are worried about a child or young person in Staffordshire contact **First Response** on 0800 1313 126 or out of hours 0345 6042 886

**Catch22**  
This organisation offer support when any child is reported missing. You can also contact them if you are worried someone may be grooming a child you know:  
Email [catch22cce@catch-22.org.uk](mailto:catch22cce@catch-22.org.uk) (for criminal exploitation) or [catch22cse@catch-22.org.uk](mailto:catch22cse@catch-22.org.uk) (for sexual exploitation)  
Call 01782 237106