ASHTON
SIXTH FORM COLLEGE

Safeguarding and Child Protection Policy and Procedures

July 2010 (April 2015)

This policy applies to :	All staff, All students
Author/Department:	Assistant Principal (Student Services)
Area/Person responsible:	Assistant Principal (Student Services)
Date approved:	July 2010
Related Documents/ Policies:	Pastoral Policy, Recruitment, Health & Safety, Equality Scheme, Student Conduct Policy
Date of Next Review:	March 2018

Date of most recent review:	March 2017
Changes made:	New section added – E-Safety

Equality Impact Assessment

An Impact Assessment should be carried out if any if the following apply to the policy. If it:

- affects primary or high level functions of the College; or
- is relevant to the promotion of equality; or
- is one which has particular relevance to an equality group protected under the Equality Act 2010

Does an Impact Assessment need to be completed:	**Yes**	X	**No**	
If not, please provide a reason:				
Impact Assessment Reference/Location:	Equality Impact Database, Record Ref 2			

Initial Impact Assessment Completed	X	**Date**	04/04/2011
Review of Policy	X	**Date**	04/04/2015

SAFEGUARDING
POLICY AND PROCEDURES
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1. Safeguarding responsibilities and SLT links

Aspect of safeguarding	Responsibility	Member of SLT responsible
Site security	Estates Manager	Peter Down
Health and Safety (including staff and student training)	Estates Manager	Peter Down
First Aid	Estates Manager	Peter Down
Safer Recruitment	HR Manager	Peter Down
Canteen choices	Finance Manager	Peter Down
Issuing of lanyards/identity cards	MIS Manager	Peter Down
Implementation of lanyard/identity card policy and procedures	All staff	Anton McGrath
Student welfare	Pastoral Managers, Student Counsellor	Christopher Cox
Child protection/referrals	Pastoral Managers, Student Counsellor, Assistant Principal Student Services	Christopher Cox
PSHE	Pastoral Managers	Christopher Cox
Child protection/Safeguarding/PREVENT training for whole staff	Assistant Principal Student Services	Christopher Cox
Transition information from high schools regarding medical conditions, disabilities/learning difficulties, information about home background etc.	ALS Manager, Marketing Manager	Christopher Cox
Liaison with external agencies re. students with learning difficulties/disabilities	ALS Manager	Christopher Cox
Mental health issues/self harm issues and referrals to CAMHS	Student Counsellor, Assistant Principal Student Services	Lisa Richards
Data protection		Peter Down
E-safety, including staff and student training.	Assistant Principal Student Services	Christopher Cox
Safeguarding adult students, particularly vulnerable adults *(and part time evening 16-19 students- once LSCB training undertaken)*	Assistant Principal HE & Skills	Jo Fletcher-Saxon
Issues arising with student DBS checks (i.e. for work placements)	Work Placement Administrators, Guidance Manager	Assistant Principals
Student behaviour	All staff, particularly teachers, tutors, Pastoral Manager, SLT.	Ongoing general behavioural issues = Christopher Cox Emergency/serious issues arising=all members of SLT.
Chairing and steering the work of the safeguarding group and Safeguarding Case Management Group	Assistant Principal Student Services	Christopher Cox
Writing and updating the safeguarding policy	Assistant Principal Student Services	Christopher Cox
Dealing with child protection related allegations against members of staff	Principal	Anton McGrath
Overall responsibility for the safety of all members of the College community.	Principal	Anton McGrath
Governor responsible for Safeguarding	Governor	Christopher Cox

2. Policy Statement

2.1 **Well-being - children and young people**

The College believes that all children and young people have the right to develop to their full potential. After the family, education is by far the most important institution in the lives of young people. Therefore, we take very seriously our role in promoting the health and well-being of our students and, as such, our central concerns will be to provide opportunities and social experiences, to recognize achievements and accomplishments, and treat all students as worthwhile individuals.

The College believes that all children have a right to be protected from harm, abuse and neglect. It will deal firmly and fairly with all suspected cases of abuse, adopting a student-centred approach based upon the guidelines set by Tameside Safeguarding Children Board (TSCB).

2.2 **Well-being for all**

While there are specific legal requirements relating to the welfare and protection of children, the College is strongly committed to safeguarding the whole College community – children, young people, adult learners and staff against harm, abuse and bullying/harassment. We will therefore actively promote the well-being of all and ensure that this is central to our planning, decision-making and day-to-day practice. With regard to adult (19-plus) learners, we are aware that some of these may come within the category of 'vulnerable adults' (defined later in this policy) and we will take every step to ensure these students are fully supported and carefully monitored in terms of their progress and well-being.

2.3 **Our Commitments**

In order to ensure that we fulfil our Child Protection responsibilities, we will:

- Promote the safety and best interests of students at all times.
- Ensure that all staff who work at the College, whether paid or unpaid (including those from other agencies such as Positive Steps and Tameside Sensory Support Services) and all governors have been subject to a DBS check.
- Ensure policies and procedures are clear, up to date and available to all College staff as part of the Staff Handbook.
- Fully train all new staff in Safeguarding matters and ensure that this training is updated every two years.
- Ensure that all students undertaking work placements which put them into contact with children undergo a DBS check.
- Ensure that all work placements organised by College have been risk assessed for safety and suitability.
- Ensure that staff dealing with students on a pastoral level (e.g. Senior Tutors) receive more extensive training in Child Protection and have the opportunity to achieve an externally awarded qualification.
- Always have a nominated member of College SLT, a designated member of staff (Child Protection Officer) and a governor taking responsibility for Child Protection.
- Ensure that all trips and visits comply with safeguarding guidelines (see trips and visits policy).
- Liaise closely with the Local Authority, TSCB and other external agencies to develop best practice.
- Maintain thorough Child Protection records, documenting all reported cases, referrals and the response, records of staff and governor training, minutes of any relevant meetings and contact numbers.

3. Recruitment and Vetting Checks

3.1 Recruitment and Selection

- The College applies robust safer recruitment practice in its recruitment and selection procedures in accordance **with Keeping Children Safe in Education (DfE, April 2014)** (refer to Recruitment & Selection policy).

- In accordance with **Keeping Children Safe in Education** guidance, the College will keep and maintain a single central record which shows the required recruitment and vetting checks undertaken before employment of staff relating to identity, qualifications and criminal records. In addition, checks of permission to work in the UK and suitability for those who are not nationals of an EEA country will also be included.

3.2 Disclosure & Barring Service (DBS)

- The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions. It also prevents unsuitable people from working with vulnerable groups, including children, through its criminal record checking and barring functions.
- It is a criminal offence for individuals barred by the DBS to work or apply to work with children or vulnerable adults.

- It is a criminal offence for the College to knowingly employ a barred individual.

- The College has a statutory duty to refer to the DBS, information about individuals working with children or vulnerable adults where they consider them to have caused harm or pose a risk of harm. **If a member of staff has any concerns about an individual working with students, please contact the Assistant Principal for Student Services in the first instance.**

3.3 DBS Checks

- Staff – an enhanced DBS check will be undertaken for all newly appointed members of staff.

- Supply Staff – the College will obtain evidence that supply staff from agencies have been DBS checked and that all appropriate checks have been undertaken. The identity of the person supplied will be checked on arrival at College.

- Governors – the College will require an enhanced DBS check to be undertaken for all newly appointed Governors regardless of the duration, frequency and nature of contact with students.

- Volunteers - .Some volunteers will require an enhanced DBS disclosure because of the duration, frequency and nature of their volunteering activity and the contact they have with students, others will not. Under no circumstances must a volunteer who does not have a DBS Disclosure, because perhaps he/she does not require a Disclosure due to infrequent contact with students, be left unsupervised with students.

- Teacher Trainees – the teacher training provider should ensure that an enhanced DBS Disclosure is applied for and received prior to the trainee commencing at the College. Evidence of the DBS Disclosure will be required by the College and identity will be checked on arrival.

- Contractors – the College will ensure that arrangements are in place with contractors, via the contract where possible, to make sure that any of the contractor's staff that come into contact with students undergo appropriate checks.

- A DBS check has no official expiry date. Any information included will be accurate at the time the check was carried out. It is up to an employer to decide if and when a new check is needed.

- Applicants and employers can use the DBS Update Service to keep a certificate up to date or carry out checks on a potential employee's certificate.

4. Child Protection

4.1 Context

- **"Child exploitation"**

- In terms of Child Protection guidelines, a child is "***anyone who has not yet reached their 18th birthday"***, although the child protection guidelines within this policy should be followed for all students aged 19 or under.

- **Safeguarding children is a personal responsibility and liability which cannot be passed to the College.**

- All College staff should be aware of the different forms Child Abuse can take. In general terms, abuse and neglect are forms of maltreatment of a child/young person. Children may be abused in a family or in an institutional or community setting: by those known to them or, more rarely, a stranger. They may be abused by an adult, or adults or another child/children. **If any member of College staff suspects abuse of any kind, they have a duty to act.**

- In order to guide College staff, commonly accepted definitions of the four main types of abuse are outlined below. These definitions may help, but staff suspecting a student is at risk of abuse should consult, especially where there is uncertainty.

4.2 Physical Abuse

- **"Child exploitation"**

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

Symptoms may present differently depending on the age of the child, but possible indicators may include:

- Multiple bruises, other than on the shins
- Bruises and scratches to the face and head
- Bilateral black eyes
- Finger marks anywhere on the body
- Bite marks anywhere
- Cigarette burns, or a burn showing the mark of an object, such as an iron
- Fractures
- Ear injuries/bruising
- Genital mutilation (male or female)

4.3 Emotional Abuse

- **"Child exploitation"**

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children/young people. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing the child/young person frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child/young person though it may occur alone. Indicators of possible emotional abuse:

- Frozen awareness
- Aggression
- Difficulty in forming relationships
- Bizarre behaviour
- Unexplained underachievement at College
- Inappropriate seeking of attention
- Withdrawn behaviour
- Self-mutilation
- Behavioural signs
- Young person seeming to be at the 'wrong' stage of social and emotional development
- Escape attempts

4.4 **Sexual Abuse**

- **"Child exploitation"**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways.

Sexual abuse frequently leaves no signs and is difficult to spot. The absence of signs and symptoms does not mean that a child has not been subject to abuse, but many of the symptoms may be caused by conditions unrelated to sexual abuse.

A range of indicators have been included below:

- Sleep disturbances (nightmares, refusing to sleep alone). Student may seem tired.
- Inappropriate sexual behaviour/play
- Excessive masturbation
- Promiscuous attention-seeking behaviour
- Escape attempts such as running away, sleeping out, suicide attempts
- Abuse of drugs or alcohol
- Eating disorders
- Self-mutilation
- Explicit sexual knowledge which may not be appropriate for the age of the child/young person
- Persistent abdominal pain and headaches without obvious cause.

4.5 **Neglect**

Neglect is the persistent failure to meet a child's/young person's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs which may suggest neglect:

- Voracious appetite
- Young person thrives away from home
- Young person is unresponsive
- Chronic listlessness
- More underweight than is normal
- Young person is frequently left unsupervised/seems to have to fend for themselves
- Inadequate/dirty clothing
- Smelly or dirty appearance
- Untreated conditions

Please note: Individual signs are difficult to judge – clusters of signs are more important, as are patterns which may indicate recurrent incidents.

4.6 **What to do if you suspect a young person is being abused.**

Alerting is the responsibility of any member of staff if they suspect that the abuse of a young person may have taken place, or is likely to take place.

Concerns are likely to have been aroused in one of two ways:

- a **direct disclosure** by the young person
- **observation** of the young person's behaviour, or comments/concerns about this passed on from a colleague or a friend/relative of the young person.

Your responsibility as the first person aware of the situation:

- Make sure that the person is safe (seek medical attention if necessary, do not discuss with the alleged perpetrator, do not disturb/destroy articles of evidence).
- Make a written record of the incident, using the victim's words as far as possible. Only record what you actually know (e.g. date/time of the incident, what the victim told you, how it came to be reported to you, the appearance and behaviour of the victim, any injuries observed). A safeguarding referral form must be completed for this process and passed to the nominated child protection person(s). A risk assessment/risk management may need to be completed as port of this process.
- These forms are only available from Student Reception, HE & Skills Office, College Counsellor, AP Student Services, Senior Tutor Managers and Inclusive Learning Manager. .
- Inform the young person of your intended actions and seek consent. If consent is not given, explain (and document in your written account) your reason(s) for sharing the information.
- Inform the appropriate designated person immediately

- If the allegation is about a staff member, follow the College's procedures for managing allegations against staff.
- You must challenge decisions that you are unhappy with.
- Follow up your referral (with the College Child Protection person) within 48 hours in order to see what action has been taken, if you have not heard anything.
- Do not make contact with any outside agency (e.g. Police, Children's Social Care, Tameside Safeguarding Children Board (TSCB), CAMHS or parents. This should, if possible, be done by the Child Protection Officer or member of SLT, College Counsellor or Senior Tutor Manager.
- However, there are **three instances** where the member of staff with the concern/who has received the disclosure should make a direct referral to an external agency (i.e. Children's Social Care or the Police). These are:

  1) If the Child Protection officer, the Senior Leader responsible for Child Protection, the Deputy Principal, Principal or Senior Tutor Manager cannot be contacted and **there is an urgency.**

  2) Where it is suspected that the senior members of staff mentioned above, and/or the child protection officer are involved/implicated, and the governor responsible for safeguarding cannot be contacted.

  3) Where the member of staff making the first referral is unhappy with the action taken by the College's Child Protection Officer and/or Senior Management follow-up.

This is in-line with DfE guidance issued in April 2014. If the student is on an under 16s programme or visit to College, the Child Protection Person needs to be informed and he/she will make contact with the Child Protection Person or SLT member from the relevant school.

4.7 Forced marriage

If members of College staff suspect that a student is subject to (or likely to be subject to) a forced marriage, this is regarded as a form of abuse and staff should take the actions outlined below.

Defined as "***a marriage conducted without the valid consent of both parties, where duress is a factor***". This duress may be physical, financial, emotional, psychological or sexual. There is no specific criminal offence in England and Wales of "forcing someone to marry", but other offences are likely to have been committed, such as threatening behaviour, assault, kidnap/abduction, theft (of passports), threats to kill, imprisonment, murder, rape/sexual assault.

Forced marriage is not to be confused with 'arranged marriage'. In arranged marriages, the families of both spouses take a leading role in arranging the marriage, but the choice as to whether to accept the marriage arrangements remains with the prospective spouses. In forced marriage, one or both spouses do not consent. See definition above.

The 'warning signs' for both men and women may be similar to the signs of other types of abuse and include anxiety, depression, becoming emotionally or socially withdrawn, self harm, eating disorders, isolation, substance misuse, early/unwanted pregnancy, attempted suicide and running away. However, more specific (although rarer) symptoms may present, such as girls/women having their hair cut or shaved as a punishment for disobeying or dishonouring her family, girls reporting that they have been accompanied to the doctors/clinic and, in rare cases, female genital mutilation. Symptoms can be exacerbated in periods leading up to the holiday season.

College staff should also look out for the following:

- Absence/persistent absence
- Request for an extended leave of absence/failure to return from a visit to the country of origin (but do not assume that this means a student is at risk – all efforts should be made to establish the full facts from the student at the earliest opportunity as assumptions and stereotypes can cause considerable distress)
- Fear about a forthcoming College holiday
- Surveillance by siblings/cousins in College
- Decline in behaviour, engagement, performance or punctuality
- Being withdrawn from College by those with parental responsibility
- Sudden announcement of an engagement to a stranger
- Being prevented from going onto further/higher education
- A family history of early marriage/forced marriage/suicide or attempted suicide (particularly siblings)

Guidance on this topic refers to the "***one chance rule***". College staff may only have one chance to speak to a potential victim and have one chance to save a life. If the student is allowed to walk out of the door without support, that one chance may be wasted. College staff therefore need to be aware of their responsibilities and obligations when they come across forced marriage cases/suspected cases.

The following guidelines should be followed

<u>Disclosure</u> regarding forced marriage from a 16-18 student or vulnerable adult

- See the student immediately, and alone* in a secure and private place where the conversation cannot be overheard. (*advice of the Forced Marriage Unit)

- Listen to the student and take notes

- Assure the student that you cannot guarantee confidentiality and that you will probably have to refer within College, but whatever action you may take will not put them at further risk of harm (you/the College will not contact their parents/family if they ask you not to do this)

- Make a referral to the designated person for Child Protection.

- The person responsible for safeguarding must assess the risk to the young person/vulnerable adult and make a decision as to whether Child Protection procedures should be activated. Being mindful of the "one chance rule", there should be an informal discussion (without naming the young person)with either:
  - Forced Marriage Unit 020 7008 0151 (Out of hours: 020 7008 1500)
  - Tameside Children's Social Care 0161 342 4150 (out of hours: 0161 342 2222)
  - Police: 0161 856 9361 (Tameside Child Protection Unit): 0161 856 9363 or 999 (emergency)

- If, following discussion, the 'expert professional' advises that the **student appears to be at risk of significant harm**, a formal referral will need to be made to Children's Social Care/Forced Marriage Unit.

- If a referral is to be made, options/situation/implications should be explained to the student at each stage and consent sought. Where there is no consent, the reasons for an action need to be fully explained to the student.

- The student should be clear as to what will happen next and reassured that any attempts to contact them in the near future will be discreet.

- A full written record of the case and actions taken, with reasons for decisions made, should be kept in a secure place.

- If the 'expert professional' advises that the **student appears not to be at risk of significant harm,** the student may still be referred to agencies who may be able to offer support, in addition to the support and careful monitoring which should occur within College.

<u>Suspicion of</u> a case of forced marriage in 16-18 year old student or vulnerable adult

If a member of College staff has reason to suspect that a student may be a victim/potential victim of a forced marriage, but there has been no disclosure, they should speak to the student about their concerns and the reason their suspicion has been aroused (if the student has already been withdrawn from College, or has had a prolonged absence, refer onto the College's safeguarding children person).

Follow stages as above (consent may be less likely in this situation, so College's safeguarding person must be very clear about issues of confidentiality and information sharing).

Cases of forced marriage in adults who are not defined as 'vulnerable'

If it comes to the attention of a member of College staff that an adult student is a victim/suspected victim of forced marriage, the following procedures should be followed:

- The member of staff who the student has disclosed the information to should see the student immediately in a secure and private place where the conversation cannot be overheard. Record all information.
- Seek consent to refer the student to the person with responsibility for safeguarding, who can advise them as to their options.
- If consent is given, make the referral.
- If consent is not given, do not breach confidentiality.
- The member of staff may, without giving away the identity of the student, seek advice from the person in College responsible for safeguarding.

4.8 Allegations of a student abusing another student

If a student has been accused of abusing another student, this matter should be referred to the Child Protection Person. In the instance where a criminal act has taken place (sexual or physical abuse), the police will be contacted immediately, the alleged perpetrator suspended pending investigation, and both sets of parents informed. If the alleged abuse is verbal/psychological, this will be dealt with in accordance with the bullying/harassment guidelines laid out in the Student Behaviour Policy. If any bullying/harassment is suspected to contain a discriminatory element (i.e. racism, homophobia, sexism etc), then the E&D Officer will be informed and appropriate actions taken.

4.9 Notes on Referring, consent and information sharing

- Information sharing is essential to effective child protection. The young person's need for protection is paramount and 'confidential' information should not be withheld if doing so could jeopardize the welfare or safety of the child. **Safeguarding over-rides confidentiality**, although members of staff should be as clear as is possible with the young person.

- It should be clearly established, when it becomes clear that a member of staff is likely to be told something significant, that there are some things which cannot be confidential

and will have to be passed on. Members of staff should **make it clear** that information will only be passed on to people who need to know. The young person should feel that they are believed, without the member of staff saying anything which encourages them. **Active listening is the key**.

<u>It is not the role of the member of staff to investigate the matter, but to note what they have heard/seen, and refer on.</u>

It is good practice to seek the consent of the young person to pass on the information, but if consent is refused, a member of staff can overrule this if they believe that the young person is at risk of harm.

Most people consent to the sharing of information if they are told why that information needs to be shared.

4.10 **Record Keeping**

Confidential records will be kept by the Child Protection Person and must not be accessed by anyone else without the express permission of the Child Protection Person.
No other Child Protection Records should be kept elsewhere, either on paper or electronically.

A Guide to good practice

- Assure the person making the complaint/allegation that they will be taken seriously.
- If possible, find a place where you can listen in privacy.
- Stay calm, clarify the facts but avoid detailed investigation/probing questions. You may, though, repeat what the person has said using their words.
- Do not promise confidentiality as it may become necessary (as a result of something you subsequently hear/see) to pass on the information.
- Be clear and open with the person about information–sharing and assure the person that you will seek consent to do this, only pass on the information to people who need to know (name the person/people) and what will happen next.
- Do not discuss the allegation of abuse with the alleged perpetrator.
- Do not send the young person away.
- Reassure the person that you will take steps to protect them from further abuse.
- Do not be judgmental or jump to conclusions. Try not to convey shock, disgust, anger etc. Try to stay calm and be reassuring. Keep an open mind.
- Keep your records factual. Clearly state where you are expressing an opinion, or reporting something you have heard from someone else. Use victim's words as far as possible. Include exactly what you have said to the person.
- In the instance that a suspected incident of abuse has occurred very recently, it is essential that you do all you can to preserve forensic integrity. Evidence must not be subject to contamination. If physical or sexual assault is suspected, advise the young person not to wash (unless for urgent first aid), do not remove clothing etc. and preserve evidence in a clean bag.
- Write down the date, time, place of meeting, who was present.
- Most importantly remember that your job is to **listen**, then **record** and **pass on/refer**.

The Referral Process
(For suspected cases of abuse/forced marriage)

Member of College staff

Suspicions aroused

By disclosure

Through observations or comments/reports from others

Keep a written account of:

- Discussion with the young person
- Discussion with anyone else about the matter
- Your referral, documenting any telephone calls/conversations

Inform the young person of your intended actions/seek consent

- Document the evidence in written form
- Inform the young person of your intended actions/seek consent
- Get your thoughts in order
- Refer on immediately/same day

See the College's nominated Child Protection person **(Christopher Cox)** or, in his absence, **Lisa Richards** to discuss issues.

This referral should happen on the same day.

Concerns about members of staff will be fully investigated by the Principal.

Child Protection Person should record the available evidence

Child Protection Person informs Assistant Principal (Student Services) and Principal of incident

Consult with parents/carers

Parents/carers should be consulted at this stage and consent sought if a referral or other action is being considered. The

The decision is made not to make a referral as the concerns are not sufficiently serious (i.e. young person is <u>clearly</u> **not at risk of significant harm**)

The decision is made to consult with Children's Social Care (or Forced Marriage Unit) to see if a referral is required (within 24 hours)

The decision is taken to make an immediate referral to Children's Social Care (or Forced Marriage Unit/Police)

No Referral

College to look into other ways of supporting the young person. This may include internal support (College Counsellor, financial support) or external help (e.g. CCG, Positive Steps). CAF could be completed.

In the absence of the Pastoral Manager, the College Counsellor or APSS contact the Deputy Principal or Janet Nevin may be contacted.

Consult with Children's Social Care

Referral

Can be made by:

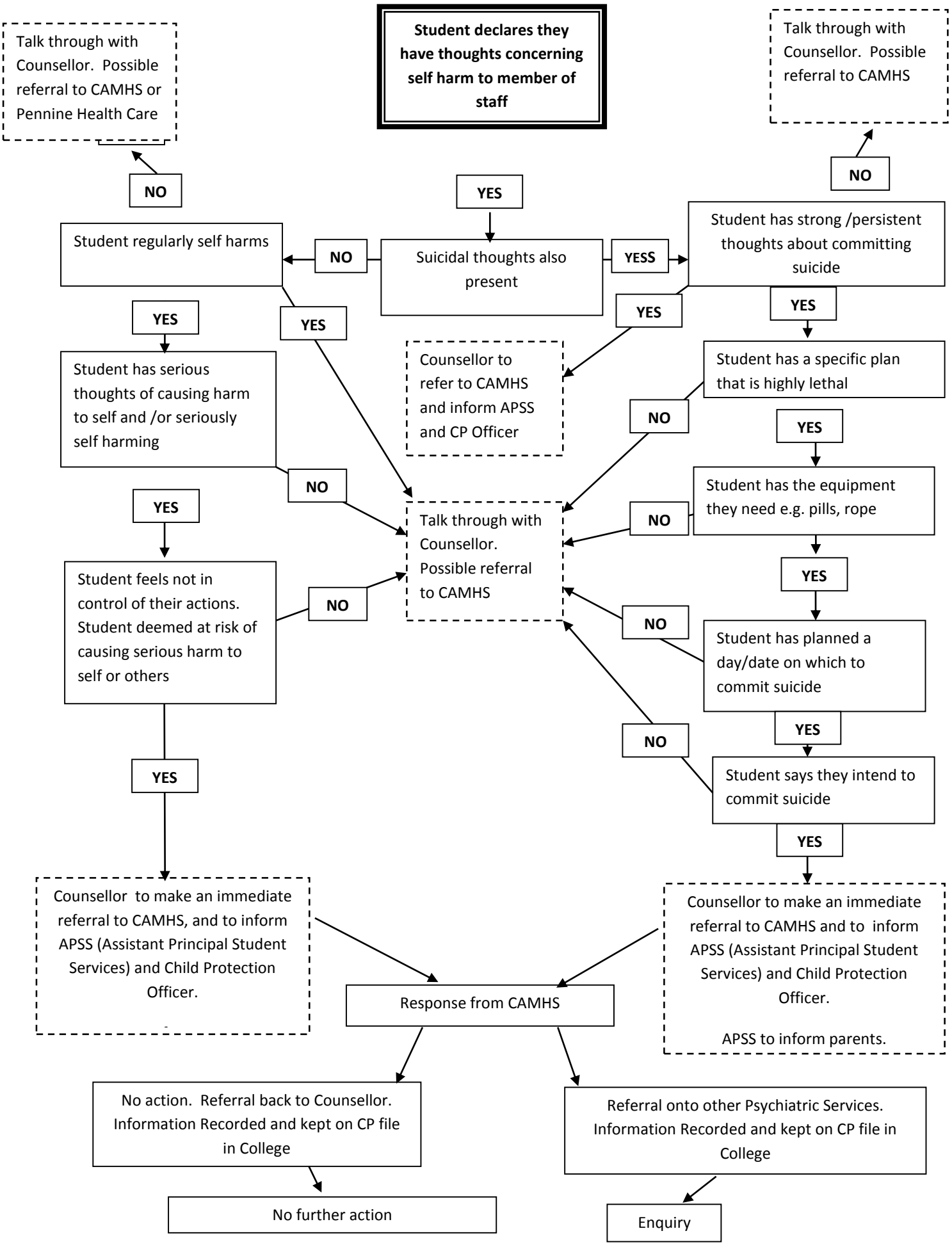
- Telephone
- Fax

Response from Children's Social Care

Assessment

***Exceptions to parental consent. Where there is a suspicion of sexual abuse, induced illness, forced marriage or where informing parents may in itself lead to a more significant risk of harm to the young person.**

Referral guidelines for College counselling service, relating to safeguarding young people who self harm or have suicidal thoughts



5. Students with additional needs

5.1 Meeting the needs of students who have medical conditions, disabilities or specific learning difficulties.

The College will give students flexible and regular opportunities to disclose medical conditions, disabilities or specific learning difficulties. These include:

- at Open Evenings
- on application
- on enrolment
- at induction
- at any time while on their course

The College is proactive in seeking information on students who have medical conditions, disabilities or specific learning difficulties. This includes:

- written and verbal requests to feeder school Special Educational Needs Co-ordinators
- written and verbal liaison with relevant agencies including Tameside Sensory Support Services, Connexions, Pupil Referral Units and Medical Practitioners.
- written, verbal and face to face liaison with parents and prospective students.
- receipt of, and proactive response to, Statements of Special Educational Needs, Learning Disability Assessments and Education, Health & Care plans (EHCP).

The College ensures support of students by communicating information to relevant staff on students who have medical conditions, disabilities or specific learning difficulties by:

- notification on the College management information systems
- formal liaison through e-mail, by telephone and face to face

The College ensures support of students by providing effective training and advice to staff on medical conditions, disabilities or specific learning difficulties through:

- external training
- in house workshops
- “Guides for Teachers” leaflets on the most common conditions
- guidance handouts to staff on less common conditions

5.2 Intimate Care

The College will:

- Always establish the type/extent of intimate care required with the learner and/or their parent/guardian. Any contact with the student must always be acceptable to the student and within their agreed plan of care.
- Provide appropriate facilities for students who need intimate care, including a private room with a medical bed, hoist, toilet and washing facilities
- Employ qualified staff to provide intimate care
- Provide training to relief staff in the provision of intimate care, the use of equipment and in moving and handling.

5.3 **16-19 year old students who have dependent children or are pregnant**

In an average academic year, the College has a small number of students who are young parents or who become pregnant during their time in College.

For 16-19 year old students who are parents, the College will:

- Inform Positive Steps of these young people and will work closely with Positive Steps Personal Advisers to ensure these young people are properly guided and supported, both inside and outside of College.
- Make adjustments, where necessary, to the student's timetable to allow for childcare responsibilities to be fulfilled
- Show as much flexibility as possible in working with these young parents in terms of workload, deadlines, etc.
- Complete and return *Care to Learn* contracts promptly to ensure that childcare arrangements can be put into place.
- Ensure that Senior Tutors pay particular attention to the welfare aspects of these students' progress in one-to-one interviews/reviews.
- Financially support 16-19 year old students with dependent children through the Bursary Scheme.

For pregnant students, the College will:

- Make reasonable adjustments to timetables
- Fully authorise ante-natal appointments and support students in taking appropriate maternity (and paternity) leave.
- Apply flexible start and end dates to courses where possible and appropriate.
- Ensure that Senior Tutors pay particular attention to the welfare aspects of these students' progress in one-to-one interviews and reviews.

Students who are young carers

For students who are young carers, we will:

- Make reasonable adjustments to timetables
- Inform Positive Steps of these students in order to ensure that they receive a good level of support with regards to their rights, entitlements and practical/emotional help.
- Ensure that Senior Tutors pay particular attention to the welfare and progress of these students.
- Refer the student (if they wish) to the College Chaplain who maintains links with the local Young Carers Association and can provide further support both within and outside of College.

Students aged 16-19 who live independently of their parents/carers

A small number of students live, on a permanent basis, independently of their parents/carers and take responsibility for their own living arrangements (accommodation, budget, food etc). The College recognises that this group of students could be vulnerable in terms of their emotional and physical health and a lack of money/resources. With no/little adult supervision in their personal life, they may lack organisation and motivation and may be open to being 'used' by other young people (i.e. their accommodation used as a meeting place). To support these students, the College will:

- Inform Positive Steps of students we know to live independently and work closely with Personal Advisers to ensure these young people receive a good level of support and advice with regard to living independently, rights and entitlements.
- Ensure that Senior Tutors pay particular attention to the welfare aspects of these students' progress in one-to-one interviews and reviews.
- Financially support students living independently through the Bursary Scheme.
- Assist students with arising accommodation difficulties by liaising with external agencies on their behalf.

5.4 **Students with mental health issues**

Where a student has disclosed a mental illness, either at enrolment or during their time in College, we will:

- Ensure that Senior Tutors pay particular attention to their emotional and social well-being.
- Make referrals, where appropriate, to the College counselling service for additional support (or inform students as to how they can access the service themselves).
- Make referrals to CAMHS (Early Intervention Team) where necessary.
- Seek the student's consent as far as possible, and keep parents/carers as informed as is appropriate to the individual case.

Where a member of staff suspects that a student has emotional issues or a possible mental health problem, they should:

- Inform the Senior Tutor who will work closely with the student and make referrals internally or externally as necessary, as above.
- The referral form should be completed by the Senior Tutor and passed to the College counsellor who will then action the referral.

In order to raise students' awareness of mental health issues and to break down any stigma/stereotyping, we will:

- Cover mental health issues in tutorials and within College more generally via posters, campaigns and visiting organisations (e.g. MIND).
- Fully publicise the College counselling service throughout the academic year to students and staff.

5.5 **Students with a difficult/unstable/problematic home or family background**

During the academic year, College staff may become aware that a student has an unusual home/family background which may not pose a *significant risk* to his/her well-being, but which may mean that this student is in need of a greater level of support from College. It is not possible to provide a complete list of such situations, but examples include students who have a generally fraught relationship with parents and may spend periods of time 'sofa surfing' at friends' homes, students whose parents are known/suspected to have a problem with any kind of addiction, students who have a member of their immediate family with a physical or mental health issue/disability (even though they may not be in the role of carer).

Where College staff become aware of such instances, the following steps should be taken:

- The member of staff should discuss the matter with the student, and, with consent, inform the student's Senior Tutor.
- Senior Tutors should gauge the level of support needed by the student and put into place any necessary measures to help the student.

- Senior Tutors should add the student's name and details to the Sensitive Comments on ProMonitor.

Senior tutors are responsible for the day-to-day welfare monitoring of these students and for liaising with the person responsible for safeguarding where appropriate.

5.6 **'Looked After' Children (or Children who are Looked After)**

College will liaise with Children's Social Care departments annually in order to support any young people who are 'looked after'. Senior Tutors will discuss any issues arising with LAC/CLA during KIT meetings with the Senior Tutor Manager (who are Child Protection Officers). The Assistant Principal (Student Services) will receive a termly update as to the welfare and progress of these students and their progress will be reported to the governing body.

5.7 **Overseeing the welfare and progress of students with medical conditions, disabilities/learning difficulties or those who have a higher level of need.**

The general welfare and progress of students who have medical conditions, disabilities or specific learning difficulties will be carefully monitored by the Inclusive Learning Manager, and Senior Tutors, and action plans/support put into place where necessary. A central record of these students is maintained and can be updated when necessary. i.e. new students added as their circumstances change, or students removed as they are no longer deemed to be in need of a higher level of support. The list also serves as a means of monitoring the overall progress of students with a higher level of need (i.e. retention issues). The Assistant Principal (Student Services) will meet on a termly basis with Senior Tutors to gain an overview of the well-being and progress of these students.

6 Safeguarding in relation to HE and Adult Learners

The College uses the term "HE and Adult Learner" to refer to students who are enrolled on one of the College's HE and Skills courses and who is over the age of 18. Students who are over 18 but who are enrolled on a 16-19 course (ie. not HE and Skills course will fall under the procedures applied to full time 16-19 learners as will part time learners aged 16-19 who are enrolled on part time adult learning courses.

6.1 **Safeguarding Vulnerable Adults**

A vulnerable adult is defined by Tameside Safeguarding Adults Partnership as someone who is over 18 years of age and in receipt or need of community care services in order to maintain their independence.

Adult students are able to disclose information about their circumstances at Enrolment, Induction and whilst on programme.

HE and Skills staff receive Safeguarding Training as part of the College's training programme. Some members of the team have also attended training on vulnerable adults (2012).

Any member of staff who becomes aware of a worrying situation should act. Staff can report their concerns to the designated "SAM" (Safeguarding Adults Manager) in College and/or contact Tameside Adult Safeguarding Team, or, if applicable, Tameside Adult Social Care Team to report concerns or for more information. This can be done in complete confidence.

The wishes of the adult who is thought to be, or who reports that they are, at risk will be fully respected.

The designated College "SAM" will liaise with all parties concerned to ensure the matter is responded to within the framework of Tameside Local Authority's Safeguarding Adults Policy.

College contacts:

College designated Safeguarding Adults Manager
(Alerter trained 2011/12): Jo Fletcher-Saxon

College designated Alerter
(Alerter trained 2011/12): Angela McGibbon

External contacts:
Safeguarding Adults Team at Tameside Tel: 0161 342 5243/5229
email protectadult@tameside.gov.uk
Or
Adult Social Care Team at Tameside Tel: 0161 342 2400
email ACCT@tameside.gov.uk.

6.2 HE and Adult students with medical conditions, disabilities or specific learning difficulties

- Adult students with medical conditions, disabilities or specific learning difficulties will have regular opportunities to disclose this information at Open Evenings/Events, Enrolment, Induction and whilst on programme.
- If disclosed at enrolment (on enrolment form), this information will be recorded on the College's MIS system and communicated to relevant staff, including the College's Inclusive Learning Manager.
- Students who disclose conditions whilst on programme – records will be made within the students on programme records and a referral made to the Inclusive Learning Manager for diagnostic assessment of needs.
- The Inclusive Learning Manager will liaise with the HE and Skills learning team and advise on necessary adjustments and support.
- Applications for additional time in exams will be processed by the ALS team.
- HE and Skills staff will be able to access all CPD relating to supporting learners with medical conditions, disabilities or specific learning difficulties.

6.3 Safeguarding non-vulnerable adults

If a member of staff suspects that an adult student who is not deemed to be 'vulnerable' under the definition provided earlier, is the subject of abuse, the full range of appropriate College support services should be offered. Where there is a suspicion that the abuse may involve criminal activity, this should be recorded and, with consent (or without, if danger level is deemed to be high – as long as the person is informed), this can be referred to the safeguarding person within College and external referrals can be made.

It should be remembered that adults who are possibly experiencing abuse may live with younger siblings or have children of their own – the risk to these children should be considered. Actions taken by a member of staff should be appropriate and proportionate.

6.4 Health and Safety of HE and Skills Learners

- All HE and Skills Learners receive general advice about Health and Safety as part of their Induction. This is adapted for those studying at off site venues to include venue specific information.

- Off site venues will be checked through the College's Risk Assessment procedures to ensure their suitability for delivery of training.

- Where a particular learner with identified needs is to be accommodated, a specific risk assessment will be undertaken and staff and learners advised accordingly.

- Learners in the workplace will:
  - be requested to supply a copy of their Employer's Public/Employer Liability insurance if staff members will be assessing on site.
  - be requested to supply DBS proof – if the course relates to working with children, young people or vulnerable adults
  - complete a Learner Health & Safety form with their tutor/trainer/teacher

- Plus, the place of work will be subject to a Risk Assessment following the College's Risk Assessment procedure. College staff will only undertake training and assessing activities with work-based learners on employer premises once all the above are in place.

- All adult learners who are embarking on a programme of work based learning complete a more detailed review of Health and Safety as part of their Induction phase.

- HE and Skills students are issued with identity swipecards, and a Card Entry system and policy is followed for HE and Skills students.

- Site staff will conduct an annual review of evening site use in liaison with the HE and Skills Team to assess safety and potential risks posed by the different arrangements for entrances and exits in the evenings.

7. Safeguarding all students against bullying and harassment

Bullying and harassment are highly distressing and damaging forms of abuse. The College is committed to being an environment free from bullying and harassment and, to this end, we will take every step to ensure that a culture of mutual respect, tolerance and co-operation exists. It is only within such a culture that students will feel comfortable and confident in reporting abuse of any kind.

The following behaviours are therefore unacceptable from any member of the College community:

- Sarcasm and 'put downs'
- Offensive or demeaning use of language or gestures
- Any physical or verbal assault

It is recognised that cyber based bullying and abuse has become more commonplace in modern society. While it is much more difficult to detect than direct contact in social settings, the College will take any instances of such bullying/abuse very seriously and will take appropriate action in line with the College's Student Behaviour Policy, or the Disciplinary Policy where staff are suspected to be involved.

The College's zero-tolerance stance on bullying and harassment will be communicated to students in their induction and through tutorials on an ongoing basis. The College's Peer Mentors will undertake work to publicise issues of bullying and cyber-bullying.

Bullying and harassment which relates to a disability, or which is of a sexist, racist, homophobic, ageist or religious nature will be dealt with as an Equality and Diversity matter. If members of staff become aware of such bullying/discrimination, they should report this using the Equality and Diversity incident form, found on the staff intranet.

8. Safeguarding on Residential Trips and Visits

Prior to the trip

Trip organizers have a responsibility to ensure that any adult (particularly volunteers) accompanying the trip has been subject to a DBS check. If the trip involves staying at a centre (e.g. PGL), organizers should ask to see the Safeguarding Policy and should find out the age and characteristics of any other group who will be using the centre during the visit. Organizers of the trip should ensure that students are aware of expected behaviour on trips and visits and this is also communicated to parents/carers. Organizers should check that sleeping, room sharing, showering and changing arrangements are appropriate and that all students and staff are clear as to when it is appropriate to enter student rooms, both in ordinary and emergency circumstances.

Organizers of College trips need to consider, prior to the trip, whether any student who intends to participate in the trip, poses a risk to other students. Where it is known that a student has a history of violent behaviour or subjecting themselves or others to any form of abuse, an individual risk assessment should be carried out. While such students may benefit from being included on the trip, very careful consideration needs to be taken as to the risk to others. Organizers will also need to be aware of the needs of students with disabilities and ensure that a plan is in place to ensure the safety and well-being of these students.

On the trip

It is understandable that both staff and students may feel that greater levels of informality are appropriate during trips and visits. However, there is a difference between greater levels of informality and a failure to exercise the duty of care. The following should be ensured at all times:

- Students should not be permitted to wander alone in unfamiliar places.
- Staff should not fraternize or become over familiar with students.
- Staff should ensure that students are safe and reasonably supervised during their free time'.
- Any arising conflict/bullying should be addressed.
- Physical contact with students, as a general rule, should be kept to a minimum.
- Physical restraint may be necessary if a student is putting themselves or others at risk of harm. Any physical restraint used should be reasonable.

If abuse is suspected/alleged/disclosed during an educational trip/visit:

- The primary consideration is the immediate protection of the child/vulnerable adult.
- If a crime has, or is suspected to have taken place, the local police must be contacted immediately.
- The most senior member of staff on the trip/visit should take charge of the situation and should make contact with the Senior Designated Person or other member of SLT with safeguarding responsibilities. Guidance will be given as to the next steps to be taken.
- In the event that the Senior Designated Person or other member of SLT cannot be contacted, the local Children's Care department or police should be contacted (i.e. the local authority in the area where the trip is based).
- After the event, the most senior member of staff present on the trip should produce a written account of the allegations, actions taken and pass this immediately to the Senior Designated Person.

9 E-Safety

The College recognises that whilst new technologies are an integral part of our lives and can enhance educational opportunities, there are also risks associated with use of the internet and other digital and information technologies.

In order to reduce the risks to staff and students, the College will take the following actions:

- Both staff and students will be provided with an Acceptable Use Policy – ICT which outlines appropriate behaviours and actions regarding the use of ICT, Social Media, access to web content and bullying and harassment.
- A planned e-Safety programme will be delivered through the tutorial system and new student induction and will be regularly revisited – this will cover both the use of ICT and new technologies within college and outside of college.
- Students will be taught in all lessons to be critically aware of the materials and content they access on-line and be guided to validate the accuracy of information.
- Students will be taught to acknowledge the source of information used and to respect copyright when using material accessed on the Internet.
- Staff and Governors will also be provided with regular training covering e-Safety.

The College will also ensure that the college infrastructure/network is as safe and secure as is reasonably possible.

10 Staff Training on Safeguarding

The College will ensure that all staff, teaching and support, receive an appropriate level/depth of training for their role. As a minimum, the following training will be provided:

- All staff will be trained to level 1/2 and training will be refreshed every two years.
- All members of the governing body will be trained to level 1/2 and the training will be refreshed every two years. The Governing Body (or relevant committee) will receive a mid-year and end of year update on Safeguarding.
- The Senior Leader responsible for Safeguarding, the Governor responsible for Safeguarding, the Designated Safeguarding Officers and other key members of staff will undertake the two-day LSCB multi-agency training every two years and will be qualified to level three.
- Staff from the area of Adult Learning and Skills will receive training in working with and supporting vulnerable adults.
- The Senior Leader responsible for safeguarding and other key staff will undertake specialist training in matters such as forced marriage, working with sexually active young people and domestic violence.
- The Human Resources Manager and members of SLT will receive training in relation to Safer Recruitment.
- College staff and governors will be trained every 2 years on e-Safety.

11 Raising student awareness of safeguarding matters

On an annual basis, all students will receive awareness raising information in relation to the following:

- Health and Safety (Fire Safety, First Aid, Site Security)
- Mental health matters
- Anti-bullying and harassment (including cyber/text bullying)
- Behaviour/conduct policy – College expectations and sanctions
- Personal safety and e-safety
- College services available and where to go for help (teachers, senior tutor, student/peer mentors, College counsellor, Positive Steps).

12 Membership of Safeguarding Group

The group will discuss and safeguarding matters on both a strategic and operational level and make recommendations to the Senior Leadership Team. Membership of the group is:

- Assistant Principal: Student Services – Chair
- Director of Adult Education and Skills, AP, HE, Skills & International
- Governor with responsibility for Safeguarding
- Human Resources Manager
- Inclusive Learning Manager
- Senior Tutor Managers
- Head of ICT and Learning Resources
- Premises Manager
- College Counsellor
- Health, Safety & Welfare Manager

- 2 Student Representatives

13 'Prevent' Implementation

The implementation, monitoring and reporting processes for issues concerning the College's 'Prevent' Strategy (see Ashton Sixth Form College Prevent Strategy) will be undertaken following the College's Safeguarding processes.

The aim of the Prevent Strategy is to outline the College's approach to supporting the national 'Prevent' Agenda linked to the safeguarding of our students and staff. The strategy is written with reference to the Prevent Duty contained within Section 26 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities including sixth form Colleges, in the exercise of their functions, must have "due regard to the need to prevent people from being drawn into terrorism".

The Safeguarding Group and Safeguarding Case Management Group will monitor and discuss Prevent matters on both an operational and strategic level and make appropriate recommendations to the Senior Leadership Team.

14 Monitoring, evaluating and updating this policy

This policy will be updated annually, in consultation with the Safeguarding Group, Governing Body, a student panel, and the LSCB. The Policy will be impact assessed to ensure that no member of the College community is treated unjustly or unequally due to the guidelines and procedures within it.

Related College policies

- Student Conduct
- Data Protection and Freedom of information

- Learner Involvement Strategy
- Student Acceptable Use Policy – ICT
- Staff Acceptable Use Policy – ICT

References

- 'Tameside Children's Needs Framework'
- 'Tameside Safeguarding Children Framework'
- DCFS Guidance on physical restraint
- Forced Marriage Unit documents
- Keeping Children Safe in Education (DfE, April 2014)
- 'What to do if you're worried a child is being abused' HM Government document, December 2006.