

**POLICY NAME: Safeguarding and Child Protection
(Including PREVENT)**

APPROVAL BODY: Local Governing Body

APPROVAL DATE: July 2024

Important Contacts

If you have any concerns in relation to a child/young person in our academy, please contact the relevant person as listed below. **If there is immediate danger to a child/young person, please contact 999 in an emergency.**

Role/Organisation	Contact Name	Contact Details
Designated Safeguarding Lead (DSL) Rochdale Sixth Form College	Sarah Stroud	s.stroud@rochdalesfc.ac.uk 01706 769898
Designated Safeguarding Lead (DDSL) Rochdale Sixth Form College	Nick Vile	n.vile@rochdalesfc.ac.uk 01706 769842
Deputy Designated Safeguarding Lead (DDSL) Rochdale Sixth Form College	Tom Earle	T.earle@rochdalesfc.ac.uk 01706769847
Chair of the Trust Board Designated Governor for Safeguarding	Jock Rodger Dawn Brown	C/O info@rochdalesfc.ac.uk
Local Authority Designated Officer (LADO)	Louise Hurst	lado@rochdale.gov.uk
Channel Helpline		020 7340 7264
Education Safeguarding Officer	Hayley Reynolds	Hayley.reynolds@rochdale.gov.uk 01706 925013
Education Welfare Service		01706 925115
Childrens Services Director	Sharon Hubber	
Early Help and Safeguarding Hub (EHASH)		0300 303 0440 0300 303 8875 Out of office hours ehash@rochdale.gov.uk
Rochdale Sunrise (Sexual Exploitation Team)		0161 856 8720 sunrise@rochdale.gmp.police.uk
Police Public Protection and Investigation Unit (PPIU)		0161 856 8067 0161 856 4559/4558
Prevent Officer, Counter Terrorism Branch		0161 856 6332 or 07827 979113 channel@rochdale.gov.uk
Immediate risk to a child		CALL 999

1.0 Policy Statement

Altus Education Partnership (the Trust) and Rochdale Sixth Form College (RSFC) are committed to safeguarding and promoting the welfare of young people and expects all staff, contractors and visitors to endorse and practice this commitment at all times.

1.1 Mission

The central purpose of Rochdale Sixth Form College is to help our students realise their academic potential. We believe every young person can succeed and we devote ourselves to improving student achievement, through high quality teaching and student support. Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, to inspire and to motivate our students so they have the opportunity for greater choice in life.

1.2 Values and Beliefs

The college's values and beliefs remain constant. These provide an underlying framework for making decisions.

As a college and as individuals we value and champion:

Care for the individual – our first priority is to connect with our students, be interested in their lives and backgrounds and listen actively to what they say. Treating every student in every class as an individual and continuously boosting their self-esteem and confidence is a core belief.

Achievement and excellence – we have an unceasing focus to improve standards of academic achievement, to better the lives of our students and a passionate desire for their success through a culture of high expectations and aspirations.

Learning – we are driven to pursue effective learning for all students and first-class teaching and support by all colleagues – day in, day out.

Relationships – students and staff work together to foster a real sense of community and mutual respect. We will work in partnership with parents/carers to ensure our students are confident and mature individuals who are able to become responsible and valued members of our wider society. We will maintain close and meaningful partnerships with schools, other colleges and universities to further enhance the learner journey. Relationships with our community in Rochdale will reflect our commitment to the social and economic well-being of the borough and increase the range of opportunities for our students to become active citizens.

Inclusivity – we embrace diversity and strongly commit to the equality of opportunity for students, staff, their friends, families and our wider community.

Honesty and fairness – the life of the college community is based on the values of honesty and fairness and we commit to conducting ourselves with openness, trust and respect for the individual.

2.0 Aims of the Safeguarding Policy and Procedure

Introduction

At Rochdale Sixth Form College we believe that:

- Safeguarding and promoting the welfare of children is everyone's responsibility.
- RSFC plays a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

The college and staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children. Safeguarding and promoting the welfare of children is everyone's responsibility. **Everyone** who encounters children, and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2024 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

'Children' includes everyone under the age of 18. For operating the safeguarding policy and procedure at RSFC **all students** in the college are classified as a child.

The aims of this policy are:

- To prevent children and vulnerable adults suffering abuse and/or being radicalised.
- To raise the awareness of **all** staff of the need to safeguard children and of their statutory responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for robust levels of communication between all members of staff.
- To develop a structured procedure within the college, which will be followed by all members of the college community in cases of suspected abuse.
- To act in a timely manner to safeguard and promote the welfare of children and young people.
- To confirm that all adults within our college who have access to children have been rigorously checked as to their suitability. An Enhanced Disclosure and Barring Service search will be carried out for all staff working at the college in line with our Safer Recruitment Policy.
- To raise awareness of safeguarding among our students and to teach them about safeguarding, including online risks and develop the skills needed to keep themselves safe and free from harm.

2.1 Scope

For the purpose of operating the safeguarding policy and procedure at RSFC **all students** in the College are classified as a child.

All individuals need to be safeguarded irrespective of their individual circumstances or age, disability, ethnicity, gender (and transgender), race, religion or belief, sexual orientation and socio-economic circumstances.

2.2 The College will address these aims by:

- Providing environments where everyone feels valued, safe and respected and where individuals are encouraged to talk and are listened to;
- Facilitating good levels of communication between all members of staff in relation to safeguarding processes;
- Building relationships with other agencies in order to work more effectively;
- Providing a safe and supportive environment where our students feel valued;
- Raising awareness of issues relating to the welfare of young people and the promotion of a safe environment for all learners within the college, work placements and related environments;
- Ensuring all students are aware of who to approach if they are concerned about themselves or another person;
- Identifying young people and adults who are at risk of significant harm and providing procedures for reporting concerns;
- Providing appropriate support for those identified as being at risk and ensuring individual needs are being met;
- Ensuring the safe recruitment and employment of staff;
- Providing suitable systems to ensure the safety of visitors and all who visit RSFC;
- Ensuring all staff are informed of the College's 'Safeguarding and Child Protection (incl. Prevent) Policy and Procedure' and to ensure it is followed where there is a case of suspected abuse or a young person is in danger of harm;
- Ensuring all staff are given regular updated single agency training on safeguarding, 'recognising abuse' and Prevent every three years;
- Ensuring all staff complete training on the College systems which support safeguarding and child protection annually and are kept up to date with any relevant changes;
- Ensuring that the Designated Members of Staff for Safeguarding at RSFC complete multi-agency training and update their knowledge and skills through regular training, at appropriate intervals, as and when required (but at least annually);
- Ensuring all staff who undertake "regulated activity" with our students have had an enhanced DBS check which includes the checking of the barred list;
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff;
- Ensuring that referrals be made to Children's social care when there is suspected harm or risk of harm to a student in the college.

2.3 Some children/young people have an increased risk of abuse and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN), disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance misuse or domestic violence
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Have a family member in prison or who are affected by parental offending
- Are persistently absent from college (including for part of the day)

2.4 Children and young people who are experiencing mental health issues may be more at risk of abuse. Mental health problems can, in some cases, be an indicator that a child or young person has suffered or is at risk of suffering abuse, neglect or exploitation. The College has clear systems in place to support students who are suffering from mental health issues.

- The Student Performance and Development Leaders (SPDL) Team have completed mental health first aid training and are able to provide support to students who are struggling with their mental wellbeing;
- The College employs 2 full-time counsellors for students to access for support with dealing with any mental health concerns;
- The College has links with external agencies providing mental health support for young people;
- The DSLs/DDSL and SPDLs will refer students to the college counsellors and/or contact the Early Help team to access additional support for those students who may need it. Students can also refer themselves to the college counsellors.
- Mental wellbeing is promoted in the College through tutorial sessions and whole college awareness events, students are aware of who they can speak to should they be concerned about their mental health. There are also student mental health ambassadors who can signpost peers and will also host events.

2.5 The Local Governing Body will confirm that:

- There is a named safeguarding governor who is assigned to act upon child and vulnerable adult protection concerns if necessary. This governor will also meet the DSL biannually to review safeguarding procedures and practices.
- RSFC has effective Safeguarding Policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is available publicly via the college website.
- RSFC is committed to safer recruitment procedures and ensures that all appropriate checks are carried out on staff; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment training.
- RSFC is committed to procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- ICT acceptable use policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media.
- A senior member/s of the college leadership team is appointed to the role of DSL
- Relevant staff including the Principal undertake appropriate safeguarding training which is updated annually
- RSFC remedies, without delay, any deficiencies, or weaknesses regarding child protection arrangements.
- A Local Governing Body member is nominated to be responsible for liaising with the local authority and /or partner agencies in the event of allegations of abuse being made against the Principal.
- RSFC reviews their policies and procedures annually
- The link governor for safeguarding is:

Dawn Brown
Link Governor
c/o Rochdale Sixth Form College
College Road
Rochdale
OL12 6HY

All members of the Local Governing Body are subject to an enhanced check with the Disclosure and Barring Service and a section 128 check prior to their appointment.

2.6 The Principal will confirm that:

- Sufficient resources and time are allocated to enable the DSLs and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- There are arrangements in place for safeguarding supervision for the DSLs and the Deputy Designated Safeguarding Lead(s)
- All staff feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Whistle Blowing policies
- The DSLs/DDSs are supported in providing a contact/report and attending Initial Child Protection Case Conferences, Reviews and Cared for Children reviews out of term time when needed
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)

2.7 The DSLs will confirm that they:

Manage referrals:

- Refer cases of suspected abuse to the local authority children's social care.
- Support staff who make referrals to social care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme;
- Support the Principal to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the police.

2.8 Work with others:

The DSLs are expected to:

- Act as a point of contact with the three safeguarding partners. These are the police, the local authority and the clinical commissioning group.
- Liaise with the Principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

- As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice, and expertise for all staff
- Liaise with the three safeguarding partners and work with other agencies, ensuring they understand when they should consider calling the police and what to expect when they do.

2.9 Student Performance and Development Leaders

All students are assigned a Student Performance and Development Leader (SPDL) to support their academic and personal development. The SPDL is responsible for the pastoral care of all students within their care. All SPDLs are designated safeguarding officers with the same level of training as the DSLs and Deputy DSLs.

The student’s SPDL will attend meetings such as Child Protection Conferences, Child in Need meetings, Core Group Meetings and any other safeguarding meetings as needed. In the case of a student subject to an Early Help Assessment (EHA), the SPDL will lead this. The aforementioned will be completed under the guidance and support of the DSLs and/or the deputy DSLs.

2.10 All staff

At induction all staff will receive appropriate safeguarding and child protection training which includes online safety and an understanding of roles and responsibilities in relation to filtering and monitoring. All staff will receive safeguarding training annually, with regular updates as required. All staff will read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance Keeping Children Safe In Education 2024 and review the guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the Designated Safeguarding Leads (DSL) and deputies (DDSLs) and the student code of conduct policy and procedure
- The early help process and their role in it, including identifying emerging problems, liaising with the DSLs/DDSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM, sexual violence and harassment between children and radicalisation.
- The requirement to maintain confidentiality in safeguarding and child protection matters, this includes only involving those who need to be involved, such as the Designated Safeguarding Leads (DSLs), or deputy (DDSL), and children's social care.

2.11 Training

The DSLs (and deputies, DDSL) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated annually. The DSLs should undertake Prevent awareness training.

Training should provide Designated Safeguarding Leads (DSL)/ DDSL with a good understanding of their own role, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so that they:

1. Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's referral arrangements
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Enable each member of staff to have access to and understands the college's child protection policy and procedures and how to report a safeguarding concern (appendices 2 and 5)
4. Are alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
6. Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations, and practitioners
7. Can keep detailed, accurate, secure written records of concerns and referrals
8. Understand and support the college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
9. Can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at college

10. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online

11. Obtain access to resources and attend any relevant or refresher training courses

12. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them.

Some children/young people have an increased risk of abuse and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. All individuals need to be safeguarded irrespective of their individual circumstances or whether they hold a protected characteristic such as: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

We ensure that all children have the same protection, regardless of any barriers they may face. The fact that a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+. Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

3.0 Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2024), [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners; the local authority, clinical commissioning group and the police.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils;
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques;
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school;
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children;
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18;

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM;
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children;
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children;
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- Departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, which sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred.
- **Mental Health and Behaviour in schools guidance**

4.0 Background and Definitions

The Children Act 1989 places the primary responsibility for the care and protection of abused children and children at risk of significant harm with the Local Authority. The College has a responsibility to provide assistance to the Local Authority in the investigation of child abuse.

4.1 Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (September 2024) as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection. If staff are unsure, they should always speak to the DSL (or deputy).

Indicators of abuse, neglect and exploitation

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as causing severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening or not. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Neglect: is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

For the purposes of this policy, all students on role at the College are defined as a child, regardless of their age.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA) – Rochdale Borough Council
- A clinical commissioning group for an area within the LA – NHS Heywood, Middleton and Rochdale NCA Clinical Commissioning Group
- The chief officer of police for a police area in the LA area – Greater Manchester Police

5.0 Responsibility for Safeguarding

All adults working with or on behalf of children and young people have a responsibility to promote and safeguard and promote the welfare of children and young people.

5.1 Safeguarding is the responsibility of all adults and especially those working with children/young people. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Partnership (RBSCP).

5.2 RBSCP is responsible for co-ordinating local agencies in the 'statutory' and 'non statutory' sectors and has a collective responsibility for ensuring that all agencies working with children fully understand and undertake their safeguarding duties and responsibilities.

5.3 Professional Behaviour of all Staff

- All staff (teaching, support and contractors), volunteers and visitors are responsible for the safeguarding of RSFC students.

- **All students** on roll at RSFC are classified as a **child for the purposes of safeguarding**. Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted. **If a situation such as this arises it must be referred to the Designated Safeguarding Leads (DSLs)**
- Where a person aged 18 or over is in a specified **position of trust**, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. (Sexual Offences Act 2003). (In a position of trust is referring to an individual who works at an educational establishment where the student is on roll)
- All staff are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people. (Guidance for safer working practice for those working with children and young people in education settings, May 2019)
- If you suspect a breach of College policy with regards to safeguarding it is your responsibility to report this to the Designated Safeguarding Leads (DSLs) or the Deputy Designated Safeguarding Lead (Whistleblowing Policy).
- It is in the interest of all staff, if working on a one to one basis with a student, to be in a public study area.

5.4 Roles and Responsibilities of All Staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, ([Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2024) and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding leads (DSLs) and deputies (DDSL) and the student code of conduct policy and procedure
- The early help process and their role in it, including identifying emerging problems, liaising with the DSLs/DDSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM, sexual violence and harassment between children and radicalisation
- The requirement to maintain confidentiality in safeguarding and child protection matters, this includes only involving those who need to be involved, such as the designated safeguarding lead, or deputy, and children's social care

5.5 The Designated Safeguarding Lead (DSL)

Any member of staff who is concerned that a student may be suffering from abuse must inform the DSLs immediately.

The DSLs are:

Sarah Stroud (DSL)	01706769898
Lead SPDL	s.stroud@rochdalesfc.ac.uk

Nick Vile (DSL)	01706 769842
Lead SPDL	n.vile@rochdalesfc.ac.uk

In their absence, staff should inform the Deputy DSL

Tom Earle (DDSL)	01706 769847
Lead SPDL	t.earle@rochdalesfc.ac.uk

The DSLs will co-ordinate action on child protection concerns within the College, ensuring that all staff are aware of their responsibilities in relation to child protection. Should the DSLs or Deputy DSL change before the review date of this policy, all staff will be informed by means of a briefing and updated contact posters in each office/resource base/toilets. The full responsibilities of the DSLs and Deputy DSL are set out in appendix 2.

5.6 Student Performance and Development Leaders – Designated Safeguarding Officers

All students are assigned a Student Performance and Development Leader (SPDL) to support their academic and personal development. The SPDL is responsible for the pastoral care of all students within their care. All SPDLs are designated safeguarding officers with the same level of training as the DSL and Deputy DSL.

The student's SPDL will attend meetings such as Child Protection Conferences, Child in Need meetings, Core Group Meetings and any other safeguarding meetings as required. In the case of a student being subject to an Early Help Assessment (EHA), the SPDL will lead this. All of the aforementioned will be completed under the guidance and support of the DSLs and/or the deputy DSL.

5.7 The Principal and Designated Governor

The Principal is responsible for ensuring the implementation of this policy and is assigned to act upon child and vulnerable adult protection concerns if necessary i.e. allegations against another member of staff. There is a designated trustee who is assigned to act upon child and vulnerable adult protection concerns if necessary. The designated governor will also meet the designated safeguarding leads (DSLs/DDSL) biannually to review safeguarding procedures and practice.

Jock Rodger
Chair of Trust Board
c/o Rochdale Sixth Form College
College Road
Rochdale
OL12 6HY

Details of individual safeguarding cases will not be shared with the Trust Board. Statistics about young people with Child Protection Plans can and will be shared with the Trust Board but not details of individual students or their circumstances.

5.8 The Trust Board and Local Governing Body (LGB)

All members of the Trust Board and Local Governing Body are subject to an enhanced check with the Disclosure and Barring Service and a section 128 check prior to their appointment. The Trustees and members of the Local Governing Body support the staff in carrying out their responsibilities with regard to Safeguarding. The Trustees/LGB will ensure that the College has a Safeguarding policy and procedure that is reviewed annually and any safeguarding matters are raised at a Trust Board/LGB meeting.

The Chair of the Trust Board has been designated as the link person with the investigating agencies where allegations are made against the Principal. The Chair of the Trust Board will hold bi-annual meetings with the DSL to review procedure and practice in this area.

6.0 Confidentiality

It is essential that any information relating to safeguarding concerns is shared with the Designated Safeguarding Leads (DSLs) or deputy (DDSL) at the earliest opportunity (at least within an hour of receiving the disclosure/information).

The College is committed to sharing information with relevant agencies for the purposes of safeguarding children and young people.

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a young person that they will not tell anyone about a report of abuse, as this may not be in the individual's best interests and all adults have a duty to safeguard children and young people
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
-

- If staff are in any doubt about sharing information, they should speak to the designated safeguarding leads (or deputy)

7.0 Recruitment of staff and volunteers

7.1 The college follows the good practice guidance as outlined by the Department for Education and the Trust's Recruitment and Selection policy. This good practice includes an enhanced check with the Disclosure and Barring Service and the College also completes a check of all candidates against the barred list. All staff (including agency and contractors) will be trained with regards to their responsibilities whilst on the College site.

7.2 We will record all information on the checks carried out in the College's Single Central Record (SCR). Copies of these checks, where appropriate, will be retained in individual's personnel files.

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children and young people.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

7.3 The college will ensure that at least one person on an interview panel is trained in Safer Recruitment. This training will be completed by all members of the Senior Leadership Team and any other staff members as deemed necessary. All relevant staff members will complete the training every three years. As well as being trained in Safer Recruitment, one member of an interview panel will be designated to ensure all relevant safeguarding checks are completed at the interview stage; this includes:

- Identifying any gaps in an applicant's employment history and requesting an explanation for all gaps
- Noting on the interviewer notes whether all gaps in employment have been explained (where gaps in employment cannot be explained, that person will not be appointed)
- Ensuring the applicant has signed all relevant sections of the application form
- Ensuring that all safeguarding and child protection questions have been asked and notes made of the applicant's response
- Asking the applicant if the declarations made on signing the application form still stand

8.0 Training and Support

8.1 The College is committed to supporting and training all staff and students in matters of safeguarding. The DSLs will liaise with the appropriate person in the local authority and identify training packages with respect to ensuring that all staff have access to regular appropriate training.

8.2 All staff and governors will be trained every three years through completing basic safeguarding training and complete training on the college systems which support safeguarding and child protection annually. In addition, safeguarding updates, such as changes to legislation, the policy or local area procedures will be communicated to all staff in briefings and/ or INSET as required. All staff will be provided with section 1 of 'Keeping Children Safe in Education' (September 2024) and 'Guidance for safer working practice for those working with children and young people in education settings'.

8.3 The designated safeguarding leads and deputies will undertake training every year. The DSLs and Deputy DSLs, along with all Student Performance and Development Leaders (SPDL) will complete the 'Working Together to Safeguard Children' course and will complete additional training/briefing sessions annually. The DSLs and Deputy DSLs will work closely with the SPDLs to ensure that supervision needs are met as required. The DSLs and Deputy DSLs will meet to discuss cases to fulfill their supervision needs.

8.4 All staff will complete Prevent training every three years and will complete an update on the college procedures annually. As with updates to safeguarding information, changes will be communicated through the staff newsletter and in briefings as required.

8.5 College is committed to ensuring that all students have the knowledge and resources available to keep themselves and others safe. This is achieved through sessions delivered through the tutorial programme in which students can develop the skills and knowledge in a supportive and safe environment. The tutorial programme is reviewed regularly to ensure students are kept informed and are encouraged to recognise situations where they or others may face potential harm and to report such situations as soon as possible, to an SPDL or the DSLs/Deputy DSLs.

8.6 Students on Placement

Where students are involved in work experience placements, employers will be made aware of and required to agree to the College's Safeguarding Policy and Procedures. Appropriate risk assessments and insurance checks will be conducted before any student commences a placement.

8.7 Parents/Carers

The role of College in safeguarding students is included in the 'Welcome Guide for Parents/Carers' distributed to the parents/carers of new students each year. In this document parents/carers are made aware they can access this policy via the College website and are provided with the contact details for the DSLs, Deputy DSLs and all SPDLs. The topic of safeguarding is also included in the New Parents' Welcome Evening held in College in September each year. The safeguarding policy is also available on the College and Trust website.

8.8 Visitors

All visitors to the College are required to sign in and be accompanied by member of College staff. Visitors are also provided with a safeguarding statement with details of what to do if they are concerned about the welfare of a student. The DSLs and Deputy DSLs' contact details are included in this statement.

8.8.1 Where an individual is visiting the College on one occasion, they will be accompanied by a member of College staff at all times whilst in the building and will follow the signing in procedure.

8.8.2 Where an individual is visiting the College on a more regular basis, the College will require their DBS number to be registered.

Further information specifically on visiting speakers to the College can be found in appendix 5.

8.9 Contractors

All contractors working in the College are required to sign in and report to the Estates Team on arrival. Contractors will only visit the College at pre-arranged times and the majority of work takes place in holiday periods when there are no students in the building. Where work is being undertaken during term time, the following procedure will apply:

8.9.1 Where the contractor is visiting the College or undertaking work for a short period of time (less than 1 day) or where the completion of the work is urgent, the contractor will be supervised by a member of staff at all times when working in areas with access for students.

8.9.2 Where the contractor is working in the College during term time for a period of more than 1 day (other than where the completion of work is urgent) or will be visiting the College during term time on more than one occasion within a period of 6 months, a DBS check will be obtained for the contractor and the number held on the College's single central record.

9.0 Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

Abuse is defined in 'Keeping Children Safe in Education' as 'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.'

It is important, when considering whether a child/young person is at risk of/suffering abuse that abuse can happen to anyone, regardless of circumstances. All staff must also be aware of safeguarding issues that may put children/young people at risk of harm, behaviours including substance misuse, deliberately being missing from education and sexting (also known as youth produced sexual imagery) put children and young people in danger.

9.1 Types of abuse

Types of abuse where young people may be in need of protection include:

- Physical
- Neglect
- Sexual
- Emotional

In addition to the aforementioned types of abuse, young people may also be at risk of other categories of abuse as detailed below:

9.2 Honour Based Abuse (including Female Genital Mutilation and Forced Marriage)

9.2.1 Honour based abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture

9.2.2 Female Genital Mutilation (FGM)

FGM refers to all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under the age of 18. If you are concerned that a child/young person is at risk of FGM, you must report this to the DSL.

The mandatory reporting duty commenced in October 2015 and teachers must report cases where they discover that an act of FGM appears to have been carried out to the police on 101. Any member of staff who is concerned that an act of FGM may have been carried out on a student should also report their concerns to the DSL who will liaise with children's social care/make a referral to the Early Help and Safeguarding Hub (EHASH) as appropriate.

9.2.3 Forced Marriage

Forced marriage is different from, and should not be confused with, an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the individuals to be married. In forced marriages, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse. To force a person to marry someone against their will is abuse and a criminal offence. If you suspect that a student is being placed in a potential forced marriage position, refer to the DSL immediately. The DSL will liaise with the Rochdale Borough Safeguarding Children Board and the forced marriage protocol will be followed. Under no circumstances should the member of staff contact the parents of the young person concerned.

Forced marriage is an abuse of an individual's human rights. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery and exploitation. Some, however, still see it as a private, personal, domestic, family, religious or cultural issue.

9.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse which occur when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The power balance is not solely related to age and can also be due to a range of other factors including gender, sexual identity, cognitive identity, physical strength, status and access to other economic resources (Keeping Children Safe in Education, 2024). The perpetrators of CSE and CCE can be male, female, adults or children and exploitation can be physical as well as facilitated/take place online.

The experience of female students who are criminally exploited can be very different to that of males. Both males and females who are being criminally exploited are at higher risk of sexual exploitation.

Children or young people who are being exploited may not understand that they are being abused. They can often trust their abuser and believe they are in a loving, trusting relationship. A victim who is being exploited may be receiving gifts in exchange for sexual activity (including activity online) and/or criminal activity.

9.4 Domestic Abuse

Children and young people can be victims or perpetrators of domestic abuse, or can witness domestic abuse in the home. Witnessing domestic abuse can have lasting effects on children/young people's physical and mental wellbeing and behaviour.

Operation Encompass

College is part of Operation Encompass. This is a Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse. The college will receive a notification from Greater Manchester Police before the start of the next college day when a young person has been involved or exposed to a domestic abuse incident the day before, where there has been police in attendance. When incidents occur on Friday, Saturday or Sunday, the college will receive the notification on the following Monday.

The information is given in confidence to the nominated Key Adult and enables support to be given to the young person dependent on the needs and wishes of the young person. The Key Adult will ensure the relevant staff within the college are aware that an incident has taken place to ensure the relevant silent or overt support is put in place for the young person. The Key Adult will add notes to the Encompass Log Sheet and will upload to CPOMS.

The Key Adult at Rochdale Sixth Form College is Heather Ellison, Deputy Principal.

Student Absence: Following an incident where a notification is made and a young person is not in college, the following should be considered;

- The information within the police notification should be reviewed in the context of what information the college has about the young person prior to receiving the police information
- The Key Adult in college should ring home to ask why the student is not in today as per standard policy. Inform the parent they are aware there was an incident at the home and offer support. If the student is not coming into college that day, ask parents when they are expected to return and a reason for their absence.
- If the Key Adult from the college cannot make contact with the parents or carer and have not received notification why the student is not in, the Key Adult needs to consider the next steps carefully, actions could include;
 - Home Visit - The Key Adult may consider carrying out a home visit to see the young person, if concerns or risks to the young person's safety are identified during the home visit, referrals to Children's Social Care and the Police may need to be made
 - Referral to Children's Social Care - dependent on the circumstances of the incident and the parental response to contact, the Key Adult (following discussion with the Designated Safeguarding Lead where required) may make a referral to Children's Social Care – this referral should be made in accordance with Rochdale's current procedures

9.5 Peer on Peer Abuse

We recognise that young people can abuse their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our student code of conduct, however this policy will apply to any allegations that raise safeguarding concerns. This can include, but is not limited to:

- Abuse within intimate partner relationships;
- Bullying (including cyber bullying, prejudice based and discriminatory bullying);
- Sexual violence and sexual harassment;

- Physical abuse;
- Sexting (also known as youth produced sexual imagery);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting ('where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.' (Keeping Children Safe in Education, 2024);
- Initiation/hazing type violence and rituals.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images;
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent, with specific sessions delivered on these issues through tutorial;
- Ensuring pupils know they can talk to staff confidentially;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

If a student makes an allegation of abuse against another student:

- You must record the allegation and report to the DSLs, following the procedure outlined in this policy, but do not investigate it;
- The DSLs will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSLs will put a risk assessment and support plan into place for all students involved (including the victim(s), the student against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- The DSLs will liaise with external agencies, including mental health services, where appropriate.

9.6 Sexting

Sexting is defined by the UK Council for Child and Internet Safety as 'the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.'

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSLs immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSLs;
- Delete the imagery or ask the student to delete it;
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSLs' responsibility);
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers;
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSLs.

Initial review meeting

Following a report of an incident, the DSLs will hold an initial review meeting with appropriate staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s);
- If a referral needs to be made to the police and/or children's social care;
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed);
- What further information is required to decide on the best response;
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown);
- Whether immediate action should be taken to delete or remove images from devices or online services;
- Any relevant facts about the students involved which would influence risk assessment;
- If there is a need to contact another school, college, setting or individual;
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

The DSLs will make an immediate referral to police and/or children's social care if:

- The incident involves an adult;
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);
- What the DSLs know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- The imagery involves sexual acts and any young person in the imagery is under 13;

- The DSLs has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSLs, in consultation with the principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSLs

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSLs will conduct a further review.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student or another young person has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSLs will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording incidents of sexting. All incidents will be recorded on CPOMS with any supporting documents uploaded and linked to the incident log.

Curriculum coverage

Students are taught about the issues surrounding sexting as part of our tutorial programme. Teaching covers the following in relation to sexting:

- What it is;
- How it is most likely to be encountered;
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive;
- Issues of legality;
- The risk of damage to people's feelings and reputation.

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images;
- The receipt of such images.

This policy on sexting is also shared with pupils so they are aware of the processes the college will follow in the event of an incident.

9.7 Child on Child sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'. (KCSiE 2024)

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. The college has a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

Where a disclosure of sexual violence and harassment is disclosed, staff should follow the college procedures as outlined in this policy. All information must be passed to the DSLs or deputy and these will be recorded on CPOMS.

The DSLs/DDSL will liaise with the victims and the relevant agencies and provide the necessary support needed. The DSLs/DDSL will also complete a risk assessment which should consider;

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

The risk assessment must be reviewed regularly, actively considering the risks posed to all students and ensure adequate measures are in place to protect them. Where risk assessments by social workers and or sexual violence specialists are required, the College risk assessment does not replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the college's approach to supporting and protecting their pupils and students and updating their own risk assessment. (KCSiE2024)

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSLs immediately.

You must not:

- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers;

- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSLs/DDSL.

Initial review meeting

Following a report of an incident, the DSLs will hold an initial review meeting with appropriate staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s);
- If a referral needs to be made to the police and/or children's social care;
- What further information is required to decide on the best response;
- Any relevant facts about the students involved which would influence risk assessment;
- If there is a need to contact another school, college, setting or individual;
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

The DSLs will make an immediate referral to police and/or children's social care if:

- The child has been harmed, is at risk of harm, or is in immediate danger;
- The incident involves an adult;
- Where a report of rape, assault by penetration or sexual assault is made;

If none of the above apply then the DSLs, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSLs

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSLs will conduct a further review.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student or another young person has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSLs/DDSL will consider whether the young person who has made the allegation is in need of help or support, or may have been abused by someone else. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the College, will consider whether any disciplinary action is appropriate against the individual who made it in line with the student code of conduct policy.

Informing parents

At the point of referral to children's social care, the DSLs will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care.

Where the perpetrator attends college the DSLs will discuss and agree with the police what information can be disclosed to the alleged perpetrator(s) and their parents or carers.

Where the decision is made not to inform parent/carers, it is important that the student is supported by the college alongside children's social care and any other appropriate specialist agencies.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101, this is likely to be in parallel to the referral to Children's Social Care.

9.8 Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These indicators may include but are not limited to;

- Increased absence from college
- A change in friendships
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Unexplained gifts or new possessions

There are a number of factors which increase the likelihood of involvement in serious violence, such as being male, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Further advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

9.9 Online Safety

It is essential that children need to be safeguarded from potentially harmful and inappropriate online material. The four areas of risk can be categorized as follows (Keeping Children Safe in Education 2024);

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Curriculum coverage

Students are taught about the issues surrounding online safety as part of our tutorial programme. Teaching covers the following in relation to online safety:

- How to identify online risks
- How and when to seek support
- Harms and risks
- Disinformation and misinformation
- Personal data
- Privacy settings
- Grooming
- Fake profiles

Students also learn the strategies and skills needed to manage:

- Personal mental wellbeing

9.10 Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow the College's child protection policy and by speaking to the DSLs/DDSL.

10. Protecting Children and Young People from Radicalisation: The Prevent Duty

The Counter-Terrorism and Security Act 2015 places a duty on colleges (and many other organisations) to 'have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism.' The Act requires colleges to have regard to the 'Prevent Duty Guidance.'

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or

3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application. The further context below is also an essential part of the definition.

3. Behaviour that could constitute extremism

Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:

- Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.
- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.
- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.
- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.
- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.
-

- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.
- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

We will assess the risk of students in College being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. Information gathered from the Prevent Steering Group and weekly tension monitoring reports will be used to assess the risk and identify potential vulnerabilities.

We will ensure that suitable internet filtering and monitoring is in place and equip our students to stay safe online at college and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in student behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children and young people who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow the reporting procedure as detailed in this policy.

Staff should **always** take action if they are worried.

All staff complete training in relation to the prevent duty and how to identify signs that a child/young person may be vulnerable to extreme views and/or radicalisation as part of the safeguarding training every 3 years and policy and procedure updates annually.

All staff should report any concerns to the DSLs/Deputy DSL following the safeguarding referral procedure as detailed in this policy. The DSLs will liaise with the Prevent Engagement Officer to request further advice as appropriate.

The DSLs/DDSLS sit on the Prevent Steering Group for the Rochdale Borough. Updates from the Prevent Steering Group and the weekly Tension Monitoring Report produced by the local authority will be shared with staff where relevant. The DSL also sits in the CHANNEL panel for the Rochdale Borough.

10.1 Children Missing from Education

In accordance with guidance, a child missing from education is defined as someone of compulsory school age who is not on a school/college roll, not being educated otherwise or who has been out of any educational provision for four weeks.

It is a legal requirement for a young person between the age of 16 and 18 to do one of the following, up until their 18th birthday:

- Stay in full-time education
- Complete an apprenticeship or traineeship
- Work or volunteer (for 20 hours or more a week) while in part time education or training

Where a student is missing from college, the SPDL will attempt to make contact with the student and their parent/carer by means of telephone, email, post and home visits. If contact cannot be made with the student or their parent/carer the SPDL will inform 'Positive Steps' that the student is no longer in education and will also contact the Early Help team for further guidance.

Where a student leaves the college before their 18th birthday without a confirmed destination of education or training, the student's SPDL will inform 'Positive Steps' that the student is not in education or training.

11 Safeguarding Procedure

11.1 Concerns

Any member of staff who has concerns about a young person must report their concerns in accordance with the procedures below. Normally the student's Student Development and Performance Leader (SPDL) and the DSLs/DDSLS will deal with all subsequent notification and actions. If a member of staff has any concerns about the subsequent action taken they may contact Rochdale Borough Safeguarding Children Partnership or the Principal.

11.2 Who is responsible for referral?

If a student discloses an incident of abuse (or suspected abuse) or has visible signs of what might be abuse, it is the responsibility of the individual member of staff to whom the disclosure is made to, or to whom the signs are visible, to follow the procedure described below.

11.3 Action to be taken by member of staff concerned that a student may be suffering from, or in danger of, abuse:

If a student or another young person is in immediate danger, you should contact the police on 999 and report your concerns. You should then pass on your concerns to the DSLs/DDSL.

If you are concerned about a student who is not in immediate danger (eg. they are in college or safe and well at home), follow the procedure detailed below.

11.4 Receiving a disclosure from a student:

1. **Do not offer confidentiality** (Gently point out that you are willing to listen but that you cannot offer confidentiality and will have to inform the Designated Safeguarding Leads or Deputy but that anything that they say will only be shared with those that need to know in order to keep them/others safe).
2. Never do nothing or assume that another agency or professional will act or is acting
3. Offer the student a **choice** as to **where they wish to talk** (e.g. office, interview room etc.). Avoid discussing such issues in a public space (i.e. corridors, reception etc.).
4. **Listen to the student** rather than directly question him or her. Do not interrupt the student when he/she is recalling significant events. Do not make suggestions as to alternative explanations for their worries.
5. **Never ask leading questions**
6. **Make notes** as soon as possible (within the hour), writing down as exactly as possible, what was said or seen, putting the scene into context, and giving the time and location, including full names (not initials) of individuals. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. **All records must be signed and dated clearly.**
7. You may include a completed body map (within safeguarding policy and procedure) clearly indicating the site of any injuries.
8. **Refer the issue to the Designated Safeguarding Leads/Deputy** as soon as possible after any disclosure (at least within one hour). You must provide all records of any disclosure for safekeeping.
9. **Do not make contact with the young person's family**, if any such contact is appropriate, it is the responsibility of the DSLs.
10. The information **must only** be shared with the Designated Safeguarding Leads or the deputy.
11. **Do not** investigate or seek to prove or disprove possible abuse

N.B: If the allegation in any way involves another member of staff, the matter needs to be brought to the attention of the Principal who will liaise with the DSLs or the deputy DSL. The DSLs should be informed if the allegation involves the Principal. The DSLs or Principal will inform the Chair of Governors of any such allegations against a member of staff.

11.5 Child Protection Online Monitoring and Safeguarding system (CPOMS)

RSFC utilises CPOMS, a software application for monitoring child protection, safeguarding and other pastoral issues. All members of staff have a responsibility to report any concerns, which will be

recorded on CPOMS by the DSLs/Deputy DSL or SPDL. It is imperative that the information recorded by the member of staff is accurate and timely so that the information can be recorded effectively.

11.6 Involvement of the DSLs/DDSL

11.6.1. The member of staff should contact the Designated Safeguarding Leads (Sarah Stroud/ Nick Vile) as soon as possible after any disclosure. Explain that this is a Safeguarding issue. If the DSL is not available contact the Deputy Designated Safeguarding Lead, Tom Earle. Their contact details are included in this policy and reception staff will always have an emergency contact number for the DSLs and the Deputy DSL.

11.6.2. The DSLs may need to talk to you and/or the student.

11.6.3. If there is a delay in the DSLs reaching you and you feel it appropriate you may leave the student with a member of SLT who will sit with them until they can be seen. The SLT member will not need to know the details of the case; simply that it is a safeguarding issue.

11.7 Action to be taken by the DSLs

Any subsequent discussion with parents/the alleged abuser, etc. regarding the referral or incidents leading up to referral should be undertaken by the DSLs/Deputy DSL or the student's Student Performance and Development Leader (SPDL).

It is the responsibility of the DSLs/Deputy DSL or the SPDL to inform Children's Social Care and Rochdale Borough Safeguarding Children Partnership, via EHASH as soon as possible, but certainly before the end of the College day.

To do so they must contact:

- a) Early Help and Safeguarding Hub (EHASH)
Telephone: 0300 303 0440 (8.00am – 4.45pm Rochdale Police Station)
Fax: 0844 963 2483
- OR
- b) Emergency Duty Social Work Team (Out of Hours & Weekends)
Telephone: 0300 303 8875 (4.45pm – 8.00am & Weekends)

Where the DSLs, deputy or the SPDL is unsure whether a referral is required, they should contact the Early Help Team for advice and guidance on the support services available.

12.0 Record Keeping

12.1 Any member of staff receiving a disclosure of abuse from a student, or noticing signs or symptoms of possible abuse in a student must make notes as soon as possible (within the hour if possible), writing down as exactly as possible, what was said or seen, putting the scene into context, and giving the time, location and full names (not nicknames or initials). Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. This might include the completion of a body map, (Appendix 4 of this document) clearly indicating the site of any injuries and including this information in the student's safeguarding file and in subsequent referrals to Rochdale Borough Safeguarding Children Partnership. Details of how the concern was followed up and resolved and any decisions taken and the outcome will be recorded on CPOMS.

12.2 All records of a safeguarding nature (handwritten or typed) must be given to the DSLs for safe

keeping or be destroyed if the information is on CPOMS. This includes safeguarding conference minutes. Access to any records will be on a “need to know” basis. No records should be kept other than by the DSLs. All records should be stored on CPOMS, with the exception of paper safeguarding files that are transferred from schools and that are not practical to be scanned. These files will be kept in a locked cabinet and be separate from a student’s education file. Record management will be undertaken by the DSLs. Records shall be kept until the student is 36 years of age, as per the Local Authority guidelines.

13.0 Transfer of Records

If a young person leaves the college and continues their education at another educational establishment the following procedure (as detailed in the RBC ‘Protocol for the transfer of child protection records between education settings’) shall be followed for the transfer of their safeguarding records:

- The DSLs will contact the DSL in the education setting to which the student is transferring as soon as possible to inform them that a child protection file exists;
- The original file will be transferred within 10 school/college days of the young person’s attendance being confirmed;
- Where possible, the files will be transferred electronically on CPOMS, if not then by hand but where this is not practically possible due to distance, the file will be sent via Special Delivery separately from the young person’s main education file. To maintain confidentiality when sending via special delivery, the file will be placed in a double envelope package with both packages containing the full delivery address and marked confidential. Only the inner envelope will be marked with the return address. Where the file is sent via post, the DSLs will track the delivery and request confirmation from the receiving school/college’s DSL that the file has been received;
- Where a file is sent via special delivery, a full copy of the file will be retained by college until confirmation has been received that the original file has reached the new establishment. Once this is confirmed, the parts of the file that would not normally be kept will be securely destroyed;
- Written evidence of the transfer will be required with the receiving DSL’s signature. This will be retained by college.
- Where a student is subject to a child protection plan, the DSLs will liaise with the young person’s social worker to discuss the transfer of records;
- Any paper files that remain once the student has completed their studies with college will be transferred to Rochdale Borough Council for safe storage;
- Any records that are stored on CPOMS will be archived automatically on completion of studies and be stored indefinitely, at least until the young person reaches the age of 36 years.

14.0 Support for Staff

14.1 If you feel upset by what you have heard you may talk to the DSLs.

14.2 Staff facing an allegation of abuse should refer to the separate documents ‘Disciplinary Procedure’ and ‘Rochdale Borough Safeguarding Children Board Procedures for managing allegations against people who work with children’.

14.3 The DSLs will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the young person’s welfare.

15.0 Reporting and Dealing with Allegations of Abuse Against Members of Staff

The procedures apply to all staff, whether teaching, leadership, support or contractors, as well as to volunteers. The word “staff” is used for ease of description. If a student makes an allegation against a member of staff, the College will follow the Rochdale Borough Safeguarding Children Partnership Safeguarding Procedure; ‘Procedures and guidance for managing allegations’. www.rbscp.org. This also applies to allegations from persons/organisations external to the college, including any allegations relating to potential criminal proceedings. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal. If the allegation made to a member of staff concerns the Principal, the DSLs should be informed. The DSLs will immediately inform the Chair of the Trust Board. The Principal, Chair of the Trust Board or DSLs will contact the Local Authority Designated Officer (LADO), if it is judged that a member of staff has:

- a) Behaved in a way that has harmed or may have harmed, a child
- b) Possibly committed a criminal offence against, or related to, a child; or
- c) Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

15.1 Reporting and Dealing with Allegations of Abuse Against Members of Staff

15.1.1 The college recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true.

It is imperative that those involved with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

15.1.2 The college recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It also recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual’s reputation, confidence and career. Therefore, those dealing with such allegations within college will do so with sensitivity and will act in a careful, measured way.

15.2 Receiving an Allegation

- 15.2.1 A member of staff who receives an allegation about another member of staff should follow the guidelines in “receiving a disclosure from a student” for dealing with disclosure.
- 15.2.2 The allegation should be reported immediately to the Principal or the DSLs (Only if the allegation is against the Principal or if the Principal is unavailable).
- 15.2.2 (i) Obtain written details of the allegation from the person who received it, that are signed and dated.
- 15.2.2 (ii) Record information about times, dates, locations and names of potential witnesses.

15.3 Initial Assessment

- 15.3.1 An initial assessment of the allegation must be conducted; this will involve consulting with the DSLs, HR Manager, the Principal and the LADO as appropriate.
- 15.3.2 An allegation is information which indicates that a person who works with a child, young person or vulnerable adult has:

- **Behaved in a way that has harmed or may have harmed a child or young person.**
- **Possibly committed a criminal offence against or related to a child or young person.**
- **Behaved towards a child or young person in a way that indicates s/he is unsuitable to work with children and young people.**

15.3.3 It is important that individuals do not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation (see criteria at paragraph 12.3.2 above).

15.3.4 If the assessment of the allegation is that it requires further investigation then the HR Manager with the DSLs should refer the matter to the Local Authority Designated Officer (LADO) within one working day in accordance with procedure.

15.3.5 Other potential outcomes are:

15.3.5(i) The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the college's disciplinary procedures.

15.3.5(ii) The allegation can be shown to be false because the facts alleged could not possibly be true.

15.4 Enquiries and Investigations

15.4.1 Safeguarding enquiries by Social Services or the police are not to be confused with internal disciplinary enquiries by the college. The college may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the police, have no power to direct the college to act in a particular way; however, college will assist the agencies with their enquiries.

15.4.2 Any internal enquiries shall conform with the existing staff disciplinary procedures.

15.4.3 If there is an investigation by an external agency, for example the police; the Principal (or Designated Safeguarding Leads) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal or the member of staff delegated the responsibility is responsible for ensuring that the College gives every assistance with any agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made and suggest that he/she should consult with a representative, for example, a trade union.

15.4.4 The Principal (or DSLs) will consult with Children's Social Care, the police or the Rochdale Borough Safeguarding Children Partnership, particularly in relation to timing and content of the information to be provided, and subsequently shall:

15.4.4(i) Inform the student or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.

15.4.4.(ii) Ensure that the parents/carers of the student making the allegation have been informed verbally and in writing that the allegation has been made and what the likely process will involve.

15.4.4.(iii) Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.

15.4.5 The Principal (or Designated Safeguarding Leads) shall keep a written record of the action taken in connection with the allegation.

15.5 Suspension of Staff

- 15.5.1 Suspension should not be automatic. In respect of staff, other than the Principal or Senior Trust Employee, suspension can only be carried out by a nominated Senior Trust Employee. In respect of the Principal or Senior Trust Employee, suspension can only be carried out by the Chair of the Trust Board (or in his/her absence, the Vice Chair).
- 15.5.2 Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.
- 15.5.3 In the case of a member of staff working through an agency, the decision to officially suspend the member of staff will be done in conjunction with the agency. Any official suspension from duties will be directed by the agency.
- 15.5.4 Suspension should only occur for a good reason; including, but not limited to, the circumstances below:
 - 15.5.4(i) where a student is at risk.
 - 15.5.4(ii) where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
 - 15.5.4(iii) where necessary for the good and efficient conduct of the investigation.
- 15.5.5 If the police are engaged in an investigation the Officer in charge of the case should be kept up to date.
- 15.5.6 The member of staff should be advised to seek the advice and / or assistance of his / her trade union and should be informed that they have the right to be accompanied by a work colleague or trade union representative. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension.
- 15.5.7 The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response.
- 15.5.8 If a Senior Trust Employee considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.
- 15.5.9 Where a member of staff is suspended, the HR Manager / Senior Trust Employee or Designated Safeguarding Leads (or Chair or Vice Chair of the Trust Board) should address the following issues:
 - 15.5.10(i) Where the Principal has been suspended, the Chair or Vice Chair of the Trust Board will need to take action to address the management of the College.
 - 15.5.10(ii) The parents/ carers of the student making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the student/learner making the allegation of the suspension.
 - 15.5.10(iii) Senior staff who need to know of the reason for the suspension should be informed.
 - 15.5.10(iv) Depending on the nature of the allegation, the Principal should consider, with the Chair of the Trust Board, whether a statement to the students of the College and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.
- 15.5.11 The Senior Trust Employee/Principal/HR Manager/Designated Safeguarding Leads shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The Rochdale Borough Safeguarding Children Partnership, LADO and external investigating authorities should be consulted and updated.

- 15.5.12 The suspended member of staff should be given appropriate support during the period of suspension.
- 15.5.13 The suspension should remain under review in accordance with the College disciplinary procedures.

15.6 The Disciplinary Investigation

- 15.6.1 The disciplinary investigation will be conducted in line with the College Disciplinary Policy and Procedure.

15.7 Allegations without Foundation

- 15.7.1 False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Rochdale Borough Safeguarding Children Partnership in order that other agencies may act upon the information.
- 15.7.1(i) After consultation with Senior Trust Employees/HR Manager/Designated Safeguarding Leads and/or the Chair of the Trust Board, the Principal will contact the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken. Consideration should be given to offering counselling and support in order to rebuild the member of staff's confidence.
- 15.7.1(ii) Inform the parents/carers of those involved that the allegation has been made and of the outcome.
- 15.7.1(iii) Where the allegation was made by a student other than the alleged victim, consideration is to be given to informing the parents/carers of that student.
- 15.7.1(iv) Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.
- 15.7.1(v) In some circumstances, consider the broader disclosure of details of the outcome of the investigations, for example if the matter is of general importance, has become common knowledge or the subject of general gossip. There is a need to provide accurate details for public information.

15.8 Records

- 15.8.1 It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. Where the allegation is found to be without foundation, a record of the allegation, investigation and outcome should be retained.
- 15.8.2 If a member of staff is dismissed or resigns before the disciplinary process is completed, he /she should be informed about the College's statutory duty to notify the Independent Safeguarding Authority in accordance with the Disclosure and Barring Service (DBS).

15.9 Monitoring Effectiveness

- 15.9.1 Where an allegation has been made against a member of staff, the Designated Safeguarding Leads should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention

of the Rochdale Borough Safeguarding Children Partnership. Consideration should also be given to the training needs of staff.

Appendix 1 - Definition of Child Abuse - Categories of abuse

Physical abuse

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/carer fabricates the symptoms of, or deliberately induces illness to a child.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born it may involve a parent/carer failing to;

- provide adequate food & clothing, shelter including exclusion from home or abandonment;
- protect a child from physical harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Sexual abuse involves forcing or enticing a child 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 acts (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 online sexual material, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse

Emotional abuse is the persistent emotional mal-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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. These may include interactions that are beyond the child's developmental capabilities, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve serious bullying, causing children frequently to feel frightened or in danger or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of mal-treatment of a child, though it may occur alone.

Appendix 2 - The Role of the Designated Safeguarding Lead (DSL)

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Act as a source of support, advice and expertise within the College when deciding whether to make a referral by liaising with relevant agencies
- Liaise with the Principal
- Refer cases where a crime may have been committed to the Police as required
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service

Work with Others

The designated safeguarding leads will:

- Act as a point of contact for the three local safeguarding partners;
- Liaise with the principal to inform him of issues, enquiries and investigations;
- As required, liaise with the 'case manager' and the designated officer at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff on matters of safety and safeguarding;
- Act as a source of support, advice and expertise for all staff.

Training

The DSL and deputy will complete training to ensure they have the knowledge and skills required to complete the role. This training will be updated at least every 2 years. The DSL and deputy will:

- Complete training to recognise how to identify signs of abuse and when it is appropriate to make a referral
- Understand the assessment process for providing early help and statutory intervention, including local criteria for referrals
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations
- Understand the importance of information sharing
- Have a working knowledge of how Rochdale Borough Safeguarding Children Partnership operates, the conduct of a Safeguarding case conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to, and understands, the Trust's Safeguarding Policy and Procedure especially new or part time staff who may work with different educational establishments
- Understand and support the Trust with regards to the requirements of the Prevent duty and able to provide advice and support to staff on protecting children and young people from the risk of radicalisation
- Ensure all staff have induction training covering safeguarding and are able to recognise and report any concerns immediately as they arise.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

- Ensure that all staff have updated basic safeguarding training including online safety every 3 years with annual training on the Trust's procedures and any further updates as required
- Be able to keep detailed accurate secure written records of referrals and or concerns
- Obtain access to resources and attend updated multi-agency training every year

Raising Awareness

- The DSL will ensure that the College's Safeguarding and Child Protection Policy and Procedure is updated and reviewed annually and work with the governing body regarding this
- Parents will be made aware of the obligations of the College regarding reporting of child abuse and suspected child abuse via the Welcome Guide for Parents/Carers
- The DSL will ensure parents can view copies of the Safeguarding Policy and Procedure via the Trust and College Websites which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Where students leave the establishment, ensure their safeguarding file is copied for the new establishment (to be passed only to the designated safeguarding lead in the new establishment) as soon as possible but transferred separately from the main student file

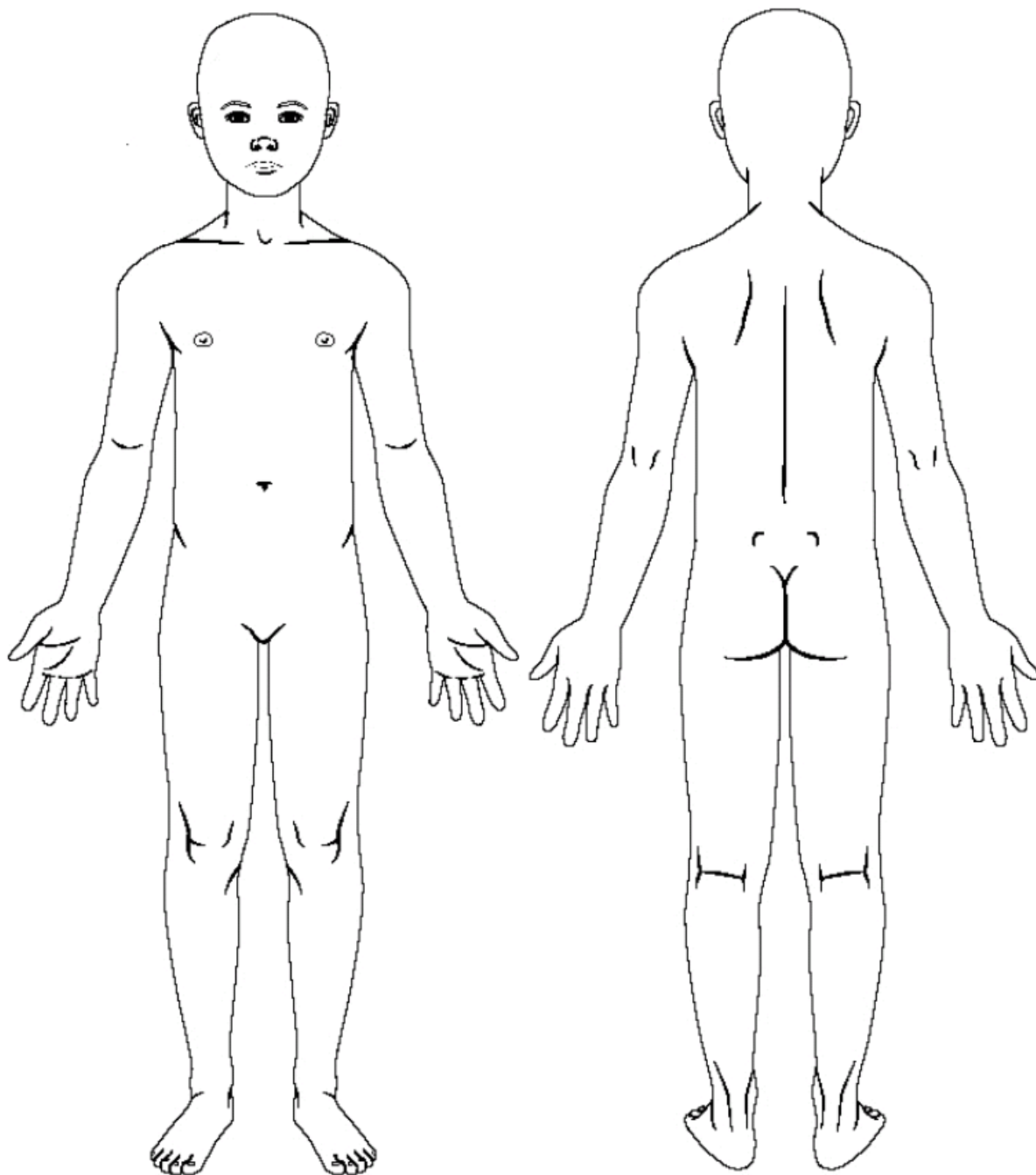
Availability

During term time, the DSL or deputy will always be available for staff in the college to discuss any safeguarding concerns. Where the DSL and/or deputy are not in the college, reception will have contact details for them or the role of the deputy DSL will be undertaken by an SPD (this will be communicated in advance to all staff).

Appendix 3 - Policies and procedures linked to Safeguarding

- Guidance for safer working practice for those working with children and young people in education settings
- Single Equality Policy
- Recruitment and Selection
- Student Code of Conduct Policy and Procedure
- Staff Code of Conduct
- Staff ICT Acceptable Use Policy
- Health and Safety Policy
- Student Admissions Policy
- Whistleblowing Policy
- First Aid Policy
- Learning Support Fund
- PEEP (Personal Emergency Evacuation Plan) Policy
- Student Pregnancy, Maternity/Paternity Policy and Procedure

Appendix 4 - Child surface anatomy skin map



Appendix 5 - Visiting Speakers Procedure

Protocols for outside visiting speakers

Rochdale Sixth Form College is part of a wider community. Occasionally, we have speakers from our wider community who enrich our student's experience of college, providing students with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our students is to ensure that the information they receive they can critically assess as to its value to themselves and that the information is aligned to the ethos and values of the school and British values.

When organising for a visiting speaker to present to students, the following must be completed:

1. Identify the reason for inviting the guest to speak to students
2. Complete a brief biography of the speaker
3. Complete a summary of the information that the speaker will communicate to the students
4. Identify who the contact for the speaker will be throughout their visit – this member of staff will be responsible for supervising the visitor at all times throughout the visit

The information above should be completed on Cedar. Where a number of speakers are visiting the college for an event, this information can be presented in a different format as appropriate.

Further guidelines

1. College safeguarding procedures apply and visiting speakers should normally have photograph identity from their institution and where possible their DBS certificate or DBS number on letter headed paper. They will be issued with a visitors' badge which they must wear at all times.
2. Visitors are accompanied in the buildings at all times.

During the speech monitoring

1. Staff will be present during the visit and monitoring that the speech aligns with the values and ethos of the college and British values. In the unlikely event that the speech does not meet this requirement, immediate action will be taken by the staff member to balance the information given or if deemed appropriate, to stop the speech from continuing.

Post speech/visit evaluation

1. The speech/ visit is evaluated by the organiser as to whether it met the needs of our students. Should the visit/speaker not meet the needs of our students then this will be clearly communicated to the visiting speaker/ institution by the Deputy Principal.

Appendix 6

Child Protection Considerations and Procedures

Thresholds for Referral to the Early Help and Safeguarding Hub (EHASH)

Where the Designated Safeguarding Lead considers that a referral to the EHASH may be required, there are two thresholds and types of referral that need to be carefully considered:

(i) **Is this a Child In Need?**

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- (a) S/he is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His/her health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) S/he has a disability

(ii) **Is this a Child Protection Matter?**

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) **there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a Child Protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The Designated Safeguarding Leads will make judgements around 'significant harm', levels of need and when to refer, (Children's Needs and Response Framework) and ensure that if there is an open Early Help Assessment (EHA) on a child that this information is attached as part of the referral to EHASH.

Making Referrals to the EHASH (Guidance for the Designated Safeguarding Leads)

(i) **Child In Need/Section 17 Referrals**

The DSL should look with other services as part of the Early Help Strategy to complete a Early Help Assessment (EHA) and copy this to: karen.donnelly@rochdale.gov.uk

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc., and the possibility of a Child Protection referral at some point in future if things

deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection

Use the multi-agency referral form (MARF) (www.rbscb.org) for referrals to the EHASH where it is considered that a child may be at risk of or suffering significant harm. If a EHA is in place then this information must form part of the CP referral and the DSL completes the front sheet of the multi-agency referral form.

- You **do not require the consent** of a parent or child/young person to make a Child Protection referral
- A parent should, **under most circumstances, be informed** by the referrer that a Child Protection referral is to be made. The criteria for not informing parents are:
 - (a) Because this would increase the risk of significant harm to a child(ren), to another member in the family home or to a professional; or
 - (b) Because, in the referrer's professional opinion, to do so might impede a criminal investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

See the Rochdale Borough Multi-Agency Safeguarding Children procedures on the RBSCP website for the occasions when parents/carers should not be informed.

*Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral or in any telephone contact with the Multi Agency Screening Service.*

The EHASH Responses to Referrals and Timescales

In response to a referral, the EHASH may decide to:

- Provide advice to the referrer and/or child/family;
- Refer to Early Help services;
- Undertake an Assessment;
- Convene a Strategy Meeting for referrals under Section 47 of the Children Act;
- Provide support services under Section 17;
- Convene an Initial Child Protection Conference;
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;

Feedback from the EHASH

The EHASH has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child

Protection referral, and where this places school/college / a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at EHASH (0300 303 0440) or the Education Safeguarding Officer (01706 925384)

Appendix 7 - Recording Documentation

SAFEGUARDING INCIDENT CONCERN FORM

Student Name		DOB/Year Group	
Name of Staff Completing Form			
Full Professional Job Title of Staff Completing Form			
Date of incident/concern (dd/mm/yy)			
Incident/Concern: Who, what, where and when. Include any witnesses to the event. Ensure the student's voice is documented.			
Summary of Risk Posed to Student: <i>Bullet Point i.e. Student fearful of returning home due to physical abuse experienced.</i>			
Action Taken: <i>Include full name and professional title of SPDL/DSL/DDSL.</i> A copy of this form and any additional notes must be uploaded to CPOMS and all actions logged.			
Signature		Date Completed	

