

Altus Education Partnership
Safeguarding Policy and
Procedure

Approval Body	Trust Board
Date of Approval	24/4/2019

1.0 Policy Statement

Altus Education Partnership (the trust) is 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 trust's central purpose 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 trust's values and beliefs remain constant. These provide an underlying framework for making decisions.

As a trust 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 working together to foster a real sense of community and mutual respect. We will work in partnership with parents/carers to ensure our 16-19 year olds 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

- To prevent children and vulnerable adults suffering abuse and/or being radicalised
- To protect children and vulnerable adults from abuse.
- To raise the awareness of both teaching and support staff of their responsibilities in identifying and reporting possible cases of abuse.
- To provide support to students and staff who may have been abused

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 trust 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
- Ensure 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
- 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 trust 'Safeguarding Policy and Procedure' and to ensure it is followed where there is a case of suspected abuse
- Ensuring all staff are given regular updated single agency training on safeguarding and 'recognising abuse' 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 Rochdale Borough Safeguarding Children Board when there is harm or risk of harm to a student in college

3.0 Background

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 trust has a responsibility to provide assistance to the Local Authority in the investigation of child abuse.

3.1 Safeguarding is defined in Keeping Children Safe in Education (September 2018) as:

- Protecting children from maltreatment
- Preventing impairment of children's 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

In addition, Section 175 of the 2002 Education Act places particular responsibilities on the College to promote and safeguard the welfare of students. 'Working Together to Safeguard Children' (2018) also draws attention to the need to improve the recognition of abuse and neglect amongst children who are disabled.

3.2 Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Board (RBSCB).

3.3 RBSCB 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. Education institutions are represented on this board by Head Teachers and Sandra Bowness, Assistant Director, RBC Early Help and Schools.

4.0 Responsibility for Safeguarding

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

4.1 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 Lead (DSL). (Guidance for safer working practice for those working with children and young people in education settings, October 2015)

- 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, October 2015)
- If you suspect a breach of College policy with regards to safeguarding it is your responsibility to report this to the Designated Safeguarding Lead 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.

4.2 The Designated Safeguarding Lead (DSL)

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

The DSL is:	Heather Ellison Deputy Principal	07714 097 106
-------------	-------------------------------------	---------------

In her absence, staff should inform the Deputy DSL

	Helen Dainty Senior SPDL	07377 334 228
--	-----------------------------	---------------

The DSL 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 (see Appendix 2). Should the DSL or Deputy DSL change before the review date of this policy, all staff will be informed by means of a briefing, information in the monthly staff newsletter and updated contact posters in each office/resource base.

4.3 Student Performance and Development Leaders – 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 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 DSL and the deputy DSL.

4.4 The Principal and Designated Trustee

The Principal is assigned to act upon child and vulnerable adult protection concerns if necessary i.e. allegations against senior leaders. There is a designated trustee who is assigned to act upon child and vulnerable adult protection concerns if necessary. The designated trustee will also meet the designated safeguarding lead biannually to review safeguarding procedure and practice.

Dame Pamela Coward
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.

4.5 The Trust Board and Local Academy Council (LAC)

All members of the Trust Board and Local Academy Council are subject to an enhanced check with the Disclosure and Barring Service prior to their appointment. The Trustees and members of the Local Academy Council support the staff in carrying out their responsibilities with regard to Safeguarding. The Trustees/LAC 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/LAC 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.

4.6 Local Authority Contact Details for Help and Support

Education Safeguarding Officer:	01706 925384
Education Welfare Service:	01706 925115
Early Help and Safeguarding Hub (EHASH):	0300 303 0440
Out of Hours, Emergency Social Work Team:	0300 303 8875
Local Authority Designated Officer (LADO):	01706 925365
Safeguarding Unit:	0300 303 0350
External Agency:	
Police Protection and Investigation Unit (PPIU):	0161 856 4810 (Child Protection) 0161 856 8757 (Domestic Violence)

5.0 Recruitment of staff and volunteers

5.1 The College follows the good practice guidance as outlined by the Department for Education and the College'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.

5.2 The trust 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

6.0 Training and Support

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

6.2 All staff and governors will be trained every three years through completing basic safeguarding training and complete training on the trust 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 through the termly newsletter and in briefings as required. All staff will be provided with section 1 of 'Keeping Children Safe in Education' (September 2018) and 'Guidance for safer working practice for those working with children and young people in education settings' (October 2015).

6.3 The designated safeguarding lead and deputy will undertake training every year. The DSL and Deputy DSL, 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 DSL and Deputy DSL will work closely with the SPDLs to ensure that supervision needs are met as required. The DSL and Deputy DSL will meet to discuss cases to fulfill their supervision needs.

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

6.5 RSFC 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 DSL/Deputy DSL.

6.6 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.

6.7 Parents/Carers

The role of the 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 VLE and are provided with the contact details for the DSL, Deputy DSL and all SPDLs. The topic of safeguarding is also included in the New Parents' Welcome Evening held in College in September each year. A safeguarding statement and the safeguarding policy is also available on the college website.

6.8 Visitors

All visitors to the college are required to sign in and be accompanied by a named member of trust staff. Visitors are also provided with a safeguarding statement with details of what to do in the event that they are concerned about the welfare of a student. The DSL and Deputy DSL's contact details are included in this statement.

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

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

Further information specifically on visiting speakers to the college can be found in appendix 7.

6.9 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 in the college 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:

6.9.1 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.

6.9.2 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.

7.0 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). 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.

7.1 Types of abuse

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

- Physical
- Neglect
- Sexual
- Emotional
- Sexual Exploitation

In Appendix 1 you will find the definition of the categories of Child Abuse above.

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

7.3 Forced Marriage and Honour Based Violence

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.

7.4 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.

7.5 Honour based violence is a violent 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.

7.6 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.'

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. Potential vulnerability and risk factors are detailed in the College's 'Prevent Policy and Procedure.' This document should be referred to where there are concerns that a student may be vulnerable to radicalisation.

All staff should report any concerns to the DSL/Deputy DSL who will then contact the appropriate agency for further advice. The DSL will liaise with the Prevent Engagement Officer to request further advice as appropriate.

In addition, the DSL sits 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.

7.7 Female Genital Mutilation

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 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.

7.8 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.

7.9 Children Missing from Education

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

7.11 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

7.12 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, 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.

7.13 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.

8.0 Safeguarding Procedure

8.1 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 DSL 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 Board or the Principal.

8.2 Who is responsible for referral?

If a student discloses an incident of child abuse (or suspected child abuse) or has visible signs of what might be child 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.

8.3 Action to be taken by member of staff concerned about child abuse:

8.4 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 Lead 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 if possible), 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 Lead/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 DSL.
10. The information **must only** be shared with the Designated Safeguarding Lead or the deputy DSL.

11. Do not investigate or seek to prove or disprove possible abuse

****Please see appendix for RSFC paperwork for the reporting of safeguarding concerns.***

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 DSL or the deputy DSL. The DSL should be informed if the allegation involves the Principal. The DSL or Principal will inform the Chair of Governors of any such allegations against a member of staff.

8.5 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 DSL/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. Staff should use RSFC paperwork for reporting a concern (see appendix) so this information can be scanned into CPOMS. A shortcut to the safeguarding paperwork is available on the desktop of all RSFC computers.

8.6 Involvement of the DSL

8.6.1. The member of staff should contact the Designated Safeguarding Lead (Heather Ellison) 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 (Helen Dainty). Their contact details, including mobile phone numbers are included in this policy and reception staff will always have an emergency contact number for the DSL and the Deputy DSL.

8.6.2. The DSL may need to talk to you and/or the student.

8.6.3. If there is a delay in the DSL 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.

8.7 Action to be taken by the DSL

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

It is the responsibility of the DSL/Deputy DSL or the SPDL to inform Rochdale Borough Children's Board 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)

and say *“I wish to speak with a member of the duty team concerning a child who may be at risk of significant harm.”*

THIS IS REGARDLESS OF WHERE THE YOUNG PERSON LIVES

1. It is the responsibility of Rochdale Borough Safeguarding Children Board to pass on the information if it is felt that other services, e.g. the police or if a student lives in another local authority area or contacting other departments/agencies.
2. The referral must be confirmed in writing to the EHASH as below within 24 hours of the telephone call. It is then the responsibility of Rochdale Borough Safeguarding Children Board to investigate and take appropriate action.
3. Keep a note of any discussions with the student and events leading up to referral, including date, time, setting and personnel involved.

All records of a safeguarding nature (hand written or typed) must be given to the DSL for safe keeping. Access to any records will be on a “need to know” basis. No records should be kept other than by the DSL. Records shall be kept until the student is 36 years of age.

Where the DSL 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.

9.0 Record Keeping

9.1 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 6 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 Board.

9.2 All records of a safeguarding nature (hand written or typed) must be given to the DSL 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 DSL. 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 DSL.

10.0 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 DSL 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 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 DSL 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 the trust 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 Rochdale Sixth Form College
- Where a student is subject to a child protection plan, the DSL 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 at RSFC 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.

11.0 Support for Staff

11.1 If you feel upset by what you have heard you may talk to the DSL.

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

11.3 The DSL 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 child's welfare.

12.0 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 Board Safeguarding Procedure; 'Procedures for managing allegations against people who work with children'. www.rbscb.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 DSL should be informed. The DSL will immediately inform the Chair of the Trust Board. The Principal, Chair of the Trust Board or DSL 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.

12.1 Introduction to Reporting and Dealing with Allegations of Abuse Against Members of Staff

12.1.1 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.

12.1.2 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 the College will do so with sensitivity and will act in a careful, measured way.

12.2 Receiving an Allegation

12.2.1 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.

12.2.2 The allegation should be reported immediately to the Principal or the DSL (Only if the allegation is against the Principal or if the Principal is unavailable).

12.2.2 (i) Obtain written details of the allegation from the person who received it, that are signed and dated.

12.2.2 (ii) Record information about times, dates, locations and names of potential witnesses.

12.3 Initial Assessment

12.3.1 An initial assessment of the allegation must be conducted; this will involve consulting with the DSL, HR Manager, the Principal and Rochdale Borough Safeguarding Children Board as appropriate.

12.3.2 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.**

12.3.3 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).

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

12.3.5 Other potential outcomes are:

12.3.5(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 disciplinary procedures.

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

12.4 Enquiries and Investigations

12.4.1 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, the College will assist the agencies with their enquiries.

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

12.4.3 If there is an investigation by an external agency, for example the police; the Principal (or Designated Safeguarding Lead) 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.

12.4.4 The Principal (or DSL) will consult with Social Services, the police or the Rochdale Borough Safeguarding Children Board, particularly in relation to timing and content of the information to be provided, and subsequently shall:

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

12.4.4.(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.

12.4.4.(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.

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

12.5 Suspension of Staff

12.5.1 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).

12.5.2 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.

12.5.3 Suspension should only occur for a good reason; including, but not limited to, the circumstances below:

12.5.3(i) where a student is at risk.

12.5.3(ii) where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.

- 12.5.3(iii) where necessary for the good and efficient conduct of the investigation.
- 12.5.4 If the police are engaged in an investigation the Officer in charge of the case should be kept up to date.
- 12.5.5 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.
- 12.5.6 The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response.
- 12.5.7 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.
- 12.5.8 Where a member of staff is suspended, the HR Manager / Senior Trust Employee or Designated Safeguarding Lead (or Chair or Vice Chair of the Trust Board) should address the following issues:
- 12.5.9(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.
- 12.5.9(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.
- 12.5.9(iii) Senior staff who need to know of the reason for the suspension should be informed.
- 12.5.9(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.
- 12.5.10 The Senior Trust Employee/Principal/HR Manager/Designated Safeguarding Lead shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The Rochdale Borough Safeguarding Children Board, LADO and external investigating authorities should be consulted and updated.
- 12.5.11 The suspended member of staff should be given appropriate support during the period of suspension.
- 12.5.12 The suspension should remain under review in accordance with the College disciplinary procedures.

12.6 The Disciplinary Investigation

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

12.7 Allegations without Foundation

- 12.7.1 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 Board in order that other agencies may act upon the information.
- 12.7.1(i) After consultation with Senior Trust Employees/HR Manager/Designated Safeguarding Lead 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.

- 12.7.1(ii) Inform the parents/carers of those involved that the allegation has been made and of the outcome.
- 12.7.1(iii) Where the allegation was made by a student other than the alleged victim, consideration to be given to informing the parents/carers of that student.
- 12.7.1(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.
- 12.7.1(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.

12.8 Records

- 12.8.1 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.
- 12.8.2 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).

12.9 Monitoring Effectiveness

- 12.9.1 Where an allegation has been made against a member of staff, the Designated Safeguarding Lead 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 Board. 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.

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

The National Working Group for Sexually Exploited Children and Young People, 2008

There is a strong commitment from all key partners under the banner of Project Phoenix to improve our collective knowledge and understanding of child sexual exploitation in Greater Manchester and to develop a consistent and effective approach to identifying and responding to it.

The definition agreed by Phoenix as developed by the Children's Society in collaboration with young people defines CSE as:

'Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including: touching or kissing private parts, sex, taking sexual photos)'

Rochdale has a dedicated CSE team – 'Sunrise' based within the EHASH.

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

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

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how Rochdale Borough Safeguarding Children Board 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
- Ensure all staff have induction training covering safeguarding and are able to recognise and report any concerns immediately as they arise. To ensure that all staff have updated basic safeguarding training 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 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 College Website which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
- 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

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
- Disciplinary Procedure and Gross Misconduct Disciplinary Procedure
- Staff Code of Conduct
- Staff ICT Acceptable Use Policy
- Student ICT Acceptable Use Policy
- Student Acceptable Use e-safety Policy
- Health and Safety Policy
- Student Admissions Policy
- Whistleblowing Policy
- First Aid Policy
- Student Disciplinary Policy
- Learning Support Fund
- PEEP (Personal Emergency Evacuation Plan) Policy
- Student Policy and Procedure on Risk Assessment in Pregnancy
- Bullying and Harassment Policy
- Drugs and Illegal Substances Policy
- Prevent Policy and Procedure

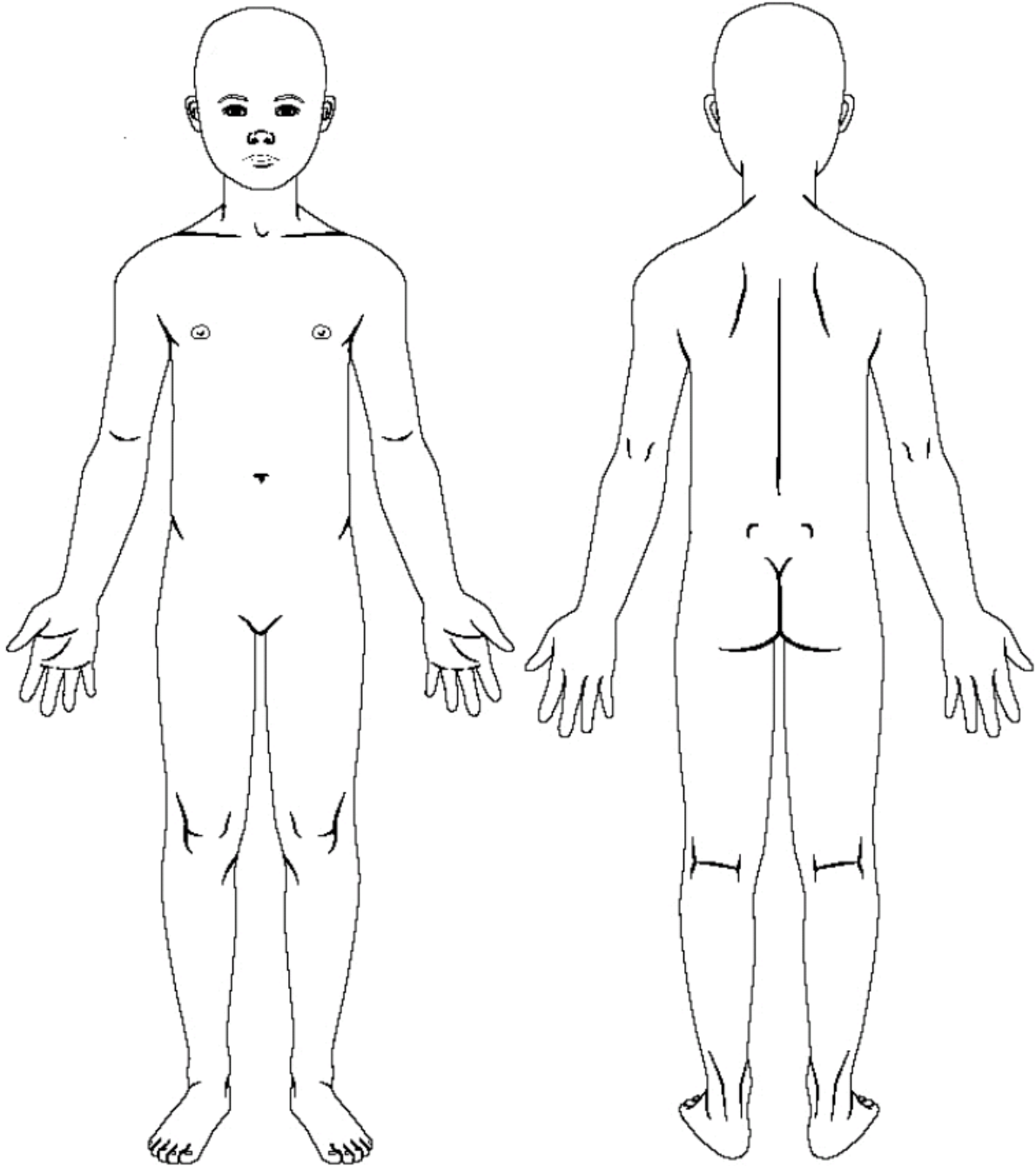
Appendix 4 – Agency Links

- Education Safeguarding Officer: Claire Heap 01706 925013
- Education Welfare Service: 01706 925115
- Head of Schools:
Gillian Barrett gillian.barrett@rochdale.gov.uk
- Early Help and Safeguarding Hub (EHASH) 0300 303 0440
Fax number: 0844 963 2483
- Emergency Duty Social Work Team (out of hours) 0300 303 8875
- Rochdale Sunrise (Sexual Exploitation Team) 0161 856 8720
- Police Public Protection and Investigation Unit (PPIU) 0161 856 8067
0161 856 4559/4558

Immediate risk to a child – CALL 999

- Prevent Officer, Counter Terrorism Branch:
DC Darren Howarth (11452): 0161 856 6332 or 07827 979113
Darren.Howarth@gmp.police.uk

Appendix 5 - Child surface anatomy skin map



Appendix 6 – RSFC Safeguarding Quick Guide for Referral

Guiding Principles

- The welfare of our students is paramount.
- The College supports any of its students at risk of significant harm, irrespective of age.
- Complete confidentiality in cases of alleged abuse cannot be offered to anyone under the age of 19.
- The Designated Safeguarding Lead is Heather Ellison (Deputy Principal) and the Deputy Designated Safeguarding Lead is Helen Dainty (Senior SPDL). If the DSL is unavailable all referrals must go to the deputy. If both members of staff are unavailable go to reception and they will make contact with either the DSL or the deputy.

Suspicious of abuse

- If you suspect that a student is a victim of any type of abuse as detailed in this policy, please refer this matter to the Designated Safeguarding Lead
- Any referral must be in writing.

Receiving a disclosure from a student

12. **Don't 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 Lead but that anything that they say will only be shared with those that have to know).
13. 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.).
14. **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.
15. **Never ask leading questions**
16. **Never** do nothing or assume that another agency or professional will act or is acting
17. **Makes 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 and location. 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.
18. You may include a completed body map (within Safeguarding Policy and Procedure) clearly indicating the site of any injuries.
19. **Refer the issue to the Designated Safeguarding Lead** as soon as possible after any disclosure (at least within one hour). You must provide all records of any disclosure for safekeeping.
20. **Do not make contact with the young person's family**, if any such contact is appropriate, it is the responsibility of the DSL.
21. The information **must only** be shared with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.
22. **Do not** investigate or seek to prove or disprove

Professional Behaviour

- **All students** on roll at the College 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 Lead (DSL). (Guidance for safer working practice for those working with children and young people in education settings, October 2015)

- 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). (Position of trust is someone who works at an educational establishment where a student is on role)
- 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, October 2015)
- If you suspect a breach of College policy with regards to Safeguarding it is your responsibility to report this to DSL or the Deputy DSL. (Whistleblowing Policy)

Appendix 7 – 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 the form in appendix 8. Where a number of speakers are visiting the college for an event, this information can be presented in a different format as appropriate. This information should be passed to the DSL.

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.

VISITING SPEAKERS INFORMATION

Member of staff organising event/presentation	
Purpose of event/presentation	
Name of speaker and institution	
Brief biography of the speaker or institution	
The date and time of the visit	
The number of sessions, timings and durations for each	
What college resources are required by the speaker?	
What resources the speaker will provide?	
Where the speaker will be met, at what time and by whom?	
The name of the teacher(s) who will be present at the session(s) (If the speaker is to be working unsupervised they must have DBS clearance.)	
Has evaluation or feedback from the session been planned?	

Appendix 9

Child Protection Considerations and Procedures

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

Where a Designated Safeguarding Lead or line manager 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 Lead 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 Lead)

(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 RBSCB 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)

Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Greater Manchester Safeguarding Children definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parents'/carers' attitudes/response to concerns?
- How willing are they to co-operate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?

- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

Appendix 10 - 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>			
Signature		Date Completed	

Appendix 11 – Contact list for display in Resource Bases/Offices

Safeguarding Children

Basic Awareness of Child Protection

Key Contacts for Education Services and Schools 2018/19

All schools / colleges should have a Designated Safeguarding Lead for Child Protection who should be clear about child protection procedures and have attended the 1 day multi-agency 'Working Together to Safeguard Children' course run by Rochdale Borough Safeguarding Children Board.

Ours is Heather Ellison (Deputy Principal)

The Deputy DSL is Helen Dainty (Senior SPDL)

This is the person you should consult first.

You can also consult with the Education Safeguarding Officer or the Early Help Team on:

01706 925 127

All Services should have a Designated Officer for Child Protection

Ours is [Sue Eastwood, Head of Schools](#)

Education Safeguarding Officer: Tel: 01706 925013

- Claire Heap - claire.heap@rochdale.gov.uk

Early Help and Safeguarding Hub (EHASH)

- Telephone: 0300 303 0440 (8.00am – 4.45pm Rochdale Police Station)
- Fax: 0844 963 2483

Emergency Duty Social Work Team (Out of Hours & Weekends)

- Telephone: 0300 303 8875 – 4.45pm – 8.00am

Rochdale Sunrise (Sexual Exploitation Team)

- Telephone: 0161 856 8720

The Police – Police Public Protection and Investigation Unit (PPIU)

- Telephone: (0161) 856 8067 or (0161) 856 4559/4558
- **Immediate risk to a child – CALL 999**

For more information and procedures go to www.rbscb.org

Prevent Officer, Counter Terrorism Branch, Rochdale

DC Darren Howarth (11452)

- Telephone: 0161 856 6332 or 07827 979113
- Email: Darren.Howarth@gmp.police.uk