

---

# Safeguarding & Child Protection Policy

Procedure Owner: **Rebecca Hirst**

## Document Control

Ref: TOCDOC-433-33  
Issue No: 4.2  
Issue Date: 03/12/2018



Oldham College

## 1 Purpose

The purpose of this policy is to provide a framework that informs procedures related to Oldham College's legal obligation to safeguard and promote the welfare of children and vulnerable adults as defined in the Children Act 2004 (Section 11); Education Act 2002 (Section 175), Safeguarding Vulnerable Groups Act 2006, Section 26 (1) of the Counter Terrorism and Security Act 2015, Working Together to Safeguard Children July 2018 also the Keeping Children Safe in Education Statutory guidance September 2018.

## 2 Scope

Safeguarding is everybody's responsibility and, as such this policy applies to all staff, Governors and others who work in direct contact with learners in the College. This also includes WBL, Work Experience Placement Settings and Sub-contractors delivering programmes on behalf of Oldham College. Abuse may take place both outside and inside of the College setting; everyone who is part of the College community is responsible for safeguarding, promoting and protecting the welfare of children and vulnerable adults.

## 3 Legal Framework

Colleges have a duty, under the Children Act 2004, to safeguard and promote the well-being of children and young people. The College also has a duty, under the Safeguarding Vulnerable Groups Act 2006, to promote and safeguard the welfare of vulnerable adults. The Education Act 2002 requires governing bodies of further education colleges to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The Children Act 2004 requires agencies to work co-operatively to protect the welfare of children. Colleges also have a duty under Section 26 (1) of the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, which includes not just violent extremism but also non-violent extremism.

The Oldham College adheres to the Oldham Local Safeguarding Board guidelines.

### **See also:**

- Safeguarding & Child Protection Procedure
- Safeguarding Children in Education Audit Tool and Action Plan
- Safer Recruitment Policy
- DBS Policy - Employees
- Data Protection and Data Access Policy
- Equality & Diversity Policy
- Health and Safety Policy
- IT Acceptable Use Policy
- Student Disciplinary Procedure
- Searching Students for Prohibited Items Procedure, including
  - Guidance on Searching Students for Prohibited Items
  - Guidance on Use of Force or Physical Restrain
  - Guidance on Infection Control
- Staff Code of Conduct
- IAG and Admissions Procedure
- Prevent Action Plan

## 4 Principles

The College recognises that for young people who have been abused, or who are being subjected to abuse, College may be the only stable and secure element in their lives. The College's Safeguarding policy and procedure is based on the following principles:

- an ethos that promotes a positive, supportive and secure environment where learners feel valued and safe.
- liaison with other internal and external agencies that support learners, such as social/children's services, Positive Steps, Housing Trusts and the LSCB.
- all allegations and suspicions of abuse taken seriously, and responded to swiftly and appropriately by trained and experienced staff.

### **There are five main elements to the policy:**

1. ensuring the College practices safe recruitment in checking the suitability of students who are enrolled onto its programmes and staff or volunteers who work with young people.
2. raising awareness of child protection issues and their effective handling amongst staff.
3. developing and implementing procedures for identifying and reporting cases or suspected cases, of child abuse.
4. supporting effectively and in a timely manner the young person who has been abused.
5. establishing a safe and welcoming environment in which young people can learn and develop, where they are able to talk and be listened to.

See also:

- Student Handbook

### **14 – 16 Students**

In accordance with the Further and Higher Education Act 1992, Oldham College may provide education across the college site, through both direct entry and for pupils on a school roll. The college does not currently accept direct entry students, but does work in partnership with local schools to provide vocational training on the college site. The school retains responsibility for safeguarding, the college has Service Level Agreements in place with participating schools and regular and appropriate communication with relevant school staff.

## 5 Definitions

The following definitions apply throughout the Safeguarding policy and associated procedures:

### **Child or Children:**

The Children Act 2004 defines a child as a person under the age of eighteen.

### **Vulnerable Adult or Adults:**

The Safeguarding Vulnerable Groups Act 2006 defines a vulnerable adult as a person aged 18 or over who has a condition of the following type:

- a substantial learning or physical disability;
- a physical or mental illness or mental disorder, chronic or otherwise, including addiction to alcohol or drugs;
- a significant reduction in physical or mental capacity.

## **Looked After Children – LAC:**

The term 'Looked After Children' in the Children Act 1989 refers to all children and young people being looked after by a local authority, namely:

- those subject to care orders or interim care orders (under sections 31 and 38 of the 1989 Act);
- those children who have been placed, or are authorised to be placed, with prospective adopters by a local authority (section 18(3) of the Adoption and Children Act 2002);
- those who are voluntarily accommodated under section 20 of the 1989 Act, including unaccompanied asylum-seeking children (where children are accommodated under this provision, parental responsibility remains with the parents); and
- those who are subject to court orders with residence requirements (e.g. secure remand or remand to local authority accommodation), in accordance with section 21 of the 1989 Act.

Oldham college has a designated staff member who will lead in promoting achievement and progression of every LAC student, they will ensure that their personal, emotional wellbeing and academic needs are prioritised and met, they will attend all LAC review meetings and Personal Education Plan's, to fit into the wider care planning duties of the authority which looks after the child.

\*The below definitions have been taken from Keeping Children Safe in Education September 2006 (Updated September 2018)

### **\*Types of abuse and neglect:**

All College staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

### **\*Abuse:**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act 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.

### **\*Physical Abuse:**

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, ill health to a child or vulnerable adult. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness.

### **\*Emotional Abuse:**

The persistent emotional maltreatment of a child such as to cause 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. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 maltreatment of a child, although it may occur alone.

**\*Sexual Abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**\*Neglect:**

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 abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Prevent:**

Prevent is about safeguarding students to keep them safe from being radicalised and/or exploited by extremists. The Prevent Duty is not about discouraging students from having political views and concerns and should balance its legal duties in terms of both ensuring freedom of speech but also of protecting students and staff welfare.

Please refer to Appendix 1 for the Oldham College Commitment to Prevent and Protect.

**\*Child Sexual Exploitation:**

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care or education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional wellbeing;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

**\*So called 'Honour Based' violence and abuse:**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant

communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Project choice is a greater Manchester service which provides practical and emotional support for those affected by all forms of “So called honour based violence and abuse” including Forced marriage and Female Genital Mutilation, regardless of age, gender and sexual orientation. Project choice also provides specialist advice and training to practitioners on SCHBV.

Please refer to Appendix 2 for the HBV power and control wheel developed by Project Choice.

### **Forced Marriage:**

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

**If you have any concerns that a student that is at risk of Forced Marriage or is already the victim of Forced Marriage, please refer to the Safeguarding Team immediately:**

### **DO NOT**

- Treat such allegations merely as a domestic issue and send the student back to the family home.
- Ignore what the student has told you or dismiss out of hand the need for immediate protection.
- Decide that it is not your responsibility to follow-up the allegation.
- Approach the student’s family or those with influence within the community, without the express consent of the student, as this will alert them to your concerns and may place the student in danger.
- Contact the family in advance of any enquiries by the police, the Forced Marriage Unit, adult or children's social care, either by telephone or letter.
- Share information outside information sharing protocols without the express consent of the student.
- Attempt to be a mediator or encourage mediation, reconciliation, arbitration or family counselling.

Please see Appendix 3 for indicators that someone may be at risk of Forced Marriage and College process for all students requesting a holiday/ 1 week or more off college.

### **\*Female Genital Mutilation:**

FGM comprises 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 with long-lasting harmful consequences.

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 regulated health and social care professionals in England and Wales, 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 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher

does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Please see Appendix 4 for summary of mandatory reporting duties and advice on identifying cases of Female Genital Mutilation.

**\*\*Below is taken from Oldham's LSCB Domestic Violence Partnership**

The Domestic Violence Strategy has an action plan that illustrates the work undertaken in this area. The LSCB ensures that the work of the Domestic Abuse Partnership, is working towards children being safe where domestic abuse is involved, and that services are in place to meet the psychological effects on children.

**\*\*Domestic Abuse:**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

**Private fostering:**

Private fostering is different to the fostering organised by a Local Authority. It is arranged by the carer or the child themselves.

Under the Children Act 2004, all professionals have a duty to identify and notify us of private fostering arrangements.

In every single case, there is a legal duty to notify.

If you have any concerns that a student has been private fostered please inform the safeguarding team immediately.

**Peer on Peer abuse:**

Children can abuse other children this is classed as peer on peer abuse and can take many forms, including but not limited to: bullying/cyberbullying; sexual violence and sexual harassment; physical abuse; sexting; CSE; serious youth crime/violence; harmful sexual behaviours.

For Oldham's local response please refer to the Guidance on Peer on Peer abuse in Oldham that can be found on the safeguarding page on the staff Intranet.

**Other types of safeguarding issues:**

- Bullying including online bullying
- Children missing from education
- Missing from home or care
- Substance misuse
- Faith abuse
- Gangs and youth violence

- Gender-based violence/violence against women and girls (VAWG)
- Hate crime
- Mental health
- Relationship abuse
- Sexting
- Human trafficking and modern slavery

## 6 Responsibilities

All members of the College community, including staff, governors, students, contract staff, sub-contractors and work experience providers are responsible for safeguarding and promoting the welfare of children and vulnerable adults.

### All staff:

All staff who come into contact with children and vulnerable adults in their everyday work have a duty to safeguard and promote the welfare of children and vulnerable adults. Staff will be trained to understand their responsibilities. Failure to comply with these responsibilities will be seen as a serious matter which may lead to disciplinary action. Staff are expected to:

- attend safeguarding training as required
- familiarise themselves with the Safeguarding policy and associated procedures
- safeguard and promote the welfare of children and vulnerable adults and
- alert the Designated Safeguarding Officers if they have concerns about a child or vulnerable adult

### Programme Tutors, Programme Leaders and Student Support Workers:

These staff are responsible for ensuring that their learners are aware of the services they can approach for support.

### Designated Safeguarding Officers:

The Strategic Designated Safeguarding Lead (SDSL) and the Designated Safeguarding Lead Officer (DSLO) are responsible for safeguarding children and vulnerable adults. There is also an additional Safeguarding Officer who works directly for the DSLO. In addition, the Childcare Development Manager (Nursery), Skills and Employability Programme Leader are designated to support with safeguarding issues within their own areas.

Strategic Designated Safeguarding Lead/Prevent Lead: Debra Woodruff

Designated Safeguarding Lead/Designated LAC Lead: Rebecca Hirst

Safeguarding Officer: David Littlewood

Safeguarding Governor: Shaid Mushtaq

The Designated Safeguarding Lead Officer and the Safeguarding Officer act as the College's source of support, advice and expertise on safeguarding issues, and are responsible for dealing with allegations or suspicions of abuse. They attend training as appropriate, liaise with the Principal, SDSL and other College departments where necessary, and make referrals to external agencies. Other aspects of their role include:

- obtaining information from staff, volunteers, children, parents or carers and external stakeholders who have concerns relating to the protection of children or vulnerable adults, and to record this information;
- assessing information quickly and carefully and asking for further information where appropriate;
- consulting with a statutory child protection agency e.g. the local social services department, to clarify doubts or worries;
- making referrals to statutory child protection agencies or the police without delay;
- initiating relevant internal support mechanisms.

All staff with safeguarding duties have contact telephone numbers for the Local Area Safeguarding Children's Board and other statutory agencies.

### **The Principal:**

The Principal is responsible for ensuring that:

- The College's Safeguarding policy and procedures are fully implemented and followed by staff;
- The Deputy Principal – Planning and Performance advises Principalship on strategic decisions in relation to safeguarding;
- Designated Safeguarding Officers have sufficient time and resources to carry out their roles;
- All staff feel able to raise concerns about the safety of children and vulnerable adults;
- Such concerns are dealt with sensitively, effectively and in a timely manner.

### **The Governing Body:**

College Governors are responsible for ensuring that:

- The College has a safeguarding policy and procedures in place, which includes safe recruitment and dealing with allegations of abuse against members of staff;
- The College has an appointed Designated Safeguarding Lead Officer.

## **7 Safe recruitment of staff**

Oldham College undertakes to ensure that its staff are fit to work in a college setting with children and vulnerable adults. It also reserves the right to refuse to employ staff whom it has a reasonable belief may pose a risk to its learners.

The College has systems in place to prevent unsuitable people from working with children or vulnerable adults and to promote safe practice.

Refer to Safer Recruitment Policy and DBS Policy - Employees

### **Staff Development and Training**

All staff in the college undergo a mandatory induction programme to the college which includes safeguarding training. The College's Safeguarding policy, procedure and accompanying guidance will be issued to all new staff as part of their induction.

All staff also participate in annual/Mid-term training programmes for emerging concerns such as Child Sexual Exploitation and Prevent, all staff members also receive regular updates on safeguarding, this could be via, email, bulletins, briefings and staff meetings.

## **8 Safe recruitment of learners**

The College undertakes to ensure that its students are suitable to study in a college setting. It also reserves the right to refuse entry to any applicants whom it has a reasonable belief may pose a risk to learners. To ensure this is addressed appropriately the college has:

- Signed declarations by all learners upon enrolment;
- Schools to College procedure please see Appendix 5;
- DBS/CRB checks for learners on relevant college programmes;

- Risk assessment of vulnerable learners/learners that display risky harmful behaviours;
- Risk assessment of anyone that has been the subject of a disciplinary situation or criminal investigation regarding children, young people or vulnerable adults;
- Risk assessment of ex-offenders with unspent convictions in accordance with the Rehabilitation of Offenders Act 1974.

In accordance with the Regulations, records of all checks carried out are kept centrally in the Student Services department.

#### **14 – 16 Students**

Students are admitted to the college on part time programmes in accordance with the Service Level Agreements in place with all participating schools. Students identified as vulnerable or with specific needs will have a risk assessment carried out and appropriate support put in place with regular opportunities for monitoring and review.

## **9 What to do if you suspect someone is being abused**

All staff, volunteers and others working in direct contact with learners in the College environment must be alert to the signs of abuse. Anyone who suspects that abuse is taking place inside or outside of the College setting, or to whom a learner discloses issues relating to safeguarding, should contact one of the Designated Safeguarding Team immediately.

#### **The Designated Safeguarding Lead Officer is:**

Rebecca Hirst  
0161 785 4102

#### **Additional Safeguarding Officers are:**

David Littlewood  
0161 78504063

Trish Bennett  
0161 785 3251

#### **For children attending Butterflies Nursery contact:**

Claire Johnson (0161 785 4090)

Staff who are not designated to safeguarding, but who are approached with concerns about a child or vulnerable adult, must bring the concerns raised to the attention of one of the Safeguarding Team immediately. All staff to whom a learner discloses issues that may be related to safeguarding refer these concerns to a safeguarding officer using the online safeguarding and welfare referral form that can be found on the staff intranet and call the dedicated safeguarding telephone number 0161 785 5555.

The Designated Safeguarding Lead Officer will develop effective links with relevant agencies and co-operate as required with any enquires regarding child or vulnerable adult protection matters, including attendance at case conferences. All Safeguarding Officers will liaise with and represent the college at external child protection or core group meetings, including those relating to Looked After Children and Care Leavers, Child Sexual Exploitation and Prevent.

**See also: Safeguarding and Child Protection Procedure**

## **10 Allegations of abuse against members of College staff:**

- Allegations of abuse, or concerns raised against members of College staff, will always be treated seriously. The allegation must always be referred to the Deputy Principal – Planning and Performance, Strategic Designated Safeguarding Lead who will follow the Safeguarding Procedure in the same way as for other safeguarding allegations. The Designated Safeguarding Lead Officer will take the appropriate steps to ensure the safety of the child or vulnerable adult, and any others who may be at risk. The Designated Safeguarding Lead Officer will also inform The Principal, the Head of Human Resources in order that College procedures may be followed. If the allegation or concern is against one of the Designated Safeguarding Team, it should be reported to the Principal. Where there is a complaint against a member of staff, the Oldham Authority LADO (Local Authority Designated Officer) will be informed and involved. This may result in possibly criminal (police) investigations and/or a child/vulnerable adult's protection investigation, carried out by Social Services. In this instance, the Local Safeguarding Children Board, LADO Procedure should be followed. All steps of this procedure will be advised and supported by the LADO, working in partnership with the college. The LADO Procedure is available on the Local Safeguarding Children's Board website.

### **See also:**

- Performance Procedure
- Staff Code of Conduct Procedure
- Complaints Handling Procedure

## **11 Allegations of abuse against other students:**

Should a student make an allegation against another student, these will be dealt with under the following procedures:

- Safeguarding and Child Protection Procedure
- Student Disciplinary Procedure

## **12 Reporting cases to the Disclosure & Barring Service**

The Oldham College has a statutory duty to make reports, and provide relevant information to the Disclosure & Barring Service (DBS) where there are grounds for believing, following an investigation, that an individual is unsuitable to work with children or vulnerable adults, or may have committed misconduct. The responsibility for reporting cases to the DBS lies with the Head of Human Resources. The DBS make barring decisions as legislated by the Safeguarding Vulnerable Groups Act 2006 which sets out the scope and operation of the vetting and barring scheme.

## **13 Resignations**

If, during the course of an investigation relating to safeguarding, an employee tenders his or her resignation, or ceases to provide their services, the College is not prevented from following up an allegation in accordance with these procedures. Every effort will be made to reach a conclusion in cases relating to the welfare of children or vulnerable adults, including those where the person concerned refuses to co-operate with the process.

## **14 Whistleblowing**

The Oldham College has an established Whistleblowing procedure to enable staff to share, in confidence with a Designated Person, concerns they may have about instances of suspected malpractice in the College. Malpractice can include fraud and financial irregularities, criminal offences being committed, that have been committed or that are likely to be committed, endangering the health or safety of individuals, and can also include concerns around the protection of children or vulnerable adults. The procedure is intended to provide safeguards to enable members of College staff to raise concerns without fear of

adverse repercussions. The College recognises that it may be difficult to express concerns about colleagues, and is fully supportive of Whistleblowing for the sake of a child or vulnerable adult, and will provide support and protect those who “blow the whistle”. This procedure is, accordingly, intended to provide safeguards to enable members of staff to raise concerns about malpractice in connection with the College. The aim is to provide a rapid mechanism under which genuine concerns can be raised internally, and, if necessary, externally without fear of adverse repercussions to the individual. It is also intended to promote throughout the College a culture of openness and a shared sense of integrity by inviting all employees to act responsibly in order to uphold the reputation of the College and maintain public confidence.

**See also:** Whistleblowing Procedure

## 15 Support for Staff

The College is aware that safeguarding cases can be distressing and that staff who have been involved may find it helpful to talk about their experiences, in confidence, with one of the Designated Safeguarding Officers or with a trained counsellor. Staff wishing to be referred for counselling should contact Human Resources.

## 16 Equality of Opportunity

All children and vulnerable adults, as part of the College community, have the right to be safeguarded from harm and exploitation whatever their race, religion, gender, sexuality, age, or disability. This policy relates to the College’s legal obligation to protect children who are suffering forms of abuse as defined in the Children Act 2004 and is therefore in line with the College’s equality and diversity policy.

## 17 General Data Protection Compliance

|                                                                                                                                   | Confirm (x) | Date Reviewed | Reviewer                          |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|-----------------------------------|
| No personal subject data is placed at risk by implementing this Policy.                                                           |             |               |                                   |
| Personal subject data is placed at risk by implementing this Policy but safeguards are in place to mitigate this.                 | X           | 8/11/2017     | Nick Middleton<br>Peter O'Donnell |
| Personal subject data is placed at risk by implementing this Policy and it is unknown if safeguards are in place to mitigate this |             |               |                                   |

---

### Change History Record

| Issue | Description                                                                    | Approval (author signature) | Date of Issue |
|-------|--------------------------------------------------------------------------------|-----------------------------|---------------|
| 1     | New format                                                                     | Sally Lawton                | February 2012 |
| 2     | New legislation & staff changes                                                | Sally Lawton                | January 2014  |
| 3     | Change of names of documents in section 3 and attachment of Appendices 1 and 2 | Sally Lawton                | May 2014      |
| 3     | Approved as current for 2014/15 and footer updated to current standard.        | Nick Middleton              | 16.09.14      |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |            |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------|
| 3.1 | Minor amendments to sections 3, 4 and 9 to incorporate 14-16 provision in the scope of the document.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sally Lawton   | 24.11.14   |
| 3.2 | Minor amendments to sections 3, 4, 9 and 10 to incorporate 14-16 provision and update named officers                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sally Lawton   | 19.3.15    |
| 3.3 | Minor amendments to sections to 3,5 and 10 to incorporate Prevent agenda and update named officers                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sally Lawton   | 9.5.15     |
|     | Amendments to sections 1, 3, 5, 8 and 10 to include Prevent duty and legislation. Update on change of safeguarding officers. Inclusion of Appendix 3 – Guidance on Infection Control.                                                                                                                                                                                                                                                                                                                                                                                         | Sally Lawton   | 19.08.15   |
| 3.4 | Reviewed with minor changes including change of title from Safeguarding Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sam Breckell   | 07.10.16   |
| 3.5 | Minor amendments for change of named persons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | N. Middleton   | 14.12.16   |
| 3.6 | General Data Protection compliance statement. Policy Owner changed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | N. Middleton   | 25.10.17   |
| 3.7 | The policy has been reviewed and amendments and additions made to version 3.6:<br><br>Para 5 Oldham College LAC commitment and definition<br>Appendix 1 added -Oldham College Commitment to Prevent and Protect<br>Added definitions of abuse as defined in KCSIE (2006 and 2018)<br>Updates on definitions of Domestic Abuse and CSE.<br>New Appendices 2 to 5 added Forced Marriage, HBV control wheel and Female Genital Mutilation<br>FGM mandatory reporting duty; Students requesting holiday procedure and Schools to College process.<br>Updated Staffing information | Rebecca Hirst  | 25.06.18   |
| 4.0 | Substantial rewrite detailed above, generating full new version.<br>Approved Governors (full Corporation) 03.07.18                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nick Middleton | 18.10.18   |
| 4.1 | Peer on Peer and Private Fostering info added.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Rebecca Hirst  | 20.11.18   |
| 4.2 | Name change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Rebecca Hirst  | 03.12.18   |
| 4.3 | Lead Governor name change. Reviewed and approved by Governors 11.06.19.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Rebecca Hirst  | 14.06.2019 |

## Appendix 1

### Oldham College commitment to Prevent and Protect:

**Everyone who is part of our College community is responsible for safeguarding, promoting and protecting the welfare of children and vulnerable adults...**

Section 26 (1) of the Counter-Terrorism and Security Act 2015 imposes a duty on specified authorities, including colleges, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism, which includes not just violent extremism but also non-violent extremism.

This is in addition to the Keeping Children Safe in Education paper (updated: September 2016) which is issued under Section 175 of the Education Act 2002.

Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British Citizen.

The College needs to be aware of all potential risks our students face and raise awareness within its own community.

The age and profile of our learners make it crucial to be involved in the Prevent strategy.

Colleges have a part to play in fostering shared values and promoting cohesion and should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

The College is committed to:

- Promoting and reinforcing shared values; to create space for free and open debate; to listen to and support the learner voice
- Breaking down segregation among different learner communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society
- Ensuring learner safety and that the College is free from bullying, harassment and discrimination
- Providing support for learners who may be at risk and appropriate sources of advice and guidance
- Ensuring that learners and staff are aware of their roles and responsibilities in preventing violent extremism

### Reporting Concerns

- Early reporting of any concern around any element of safeguarding is essential to prevent escalation in the case of an actual threat or risk
- The Designated Safeguarding Lead Officer (DSLO) and the Safeguarding Officer are the first point of contact for staff where concerns have been raised
- Our Prevent Leads are the Deputy Principal – Planning and Performance and DSLO
- The Prevent Leads have links with local Prevent Co-ordinators and specialist police advisors via the 'Channel co-ordinator'

**Leadership and Management** - To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, staff and visitors and that promotes respect, equality and diversity and understanding.

This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, student voice and participation e.g. via student course representation, S.U. activities and opportunities to capture learner voice e.g. mock elections to promote democracy or local election debates
- Building staff and learner understanding of the issues and confidence to deal with them through staff training and dedicated communication
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies through local boards or participation schemes

**Teaching and Learning** - To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- An Informal Learning Programme adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values
- Use of external programmes or speakers to support learning while ensuring that the input supports College goals and values.
- Encouraging active citizenship and learner voice

**Learner Safety and Support** - To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities.

This will be achieved through:

- Establishing strong and effective safeguarding provision
- Developing strong community links and being aware of what is happening in the locality
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Recognising factors which may increase risk to a learner i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies
- Sign posting learners and staff to access support in College and/or via community partners
- Supporting at risk learners through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all learners
- Working collaboratively to promote support for learners across all areas of the College to include e.g. College Nursery and learners in off-site provision

**Managing Risks and Responding to Events** - To ensure that the College monitors risks and is ready to deal appropriately with issues which arise.

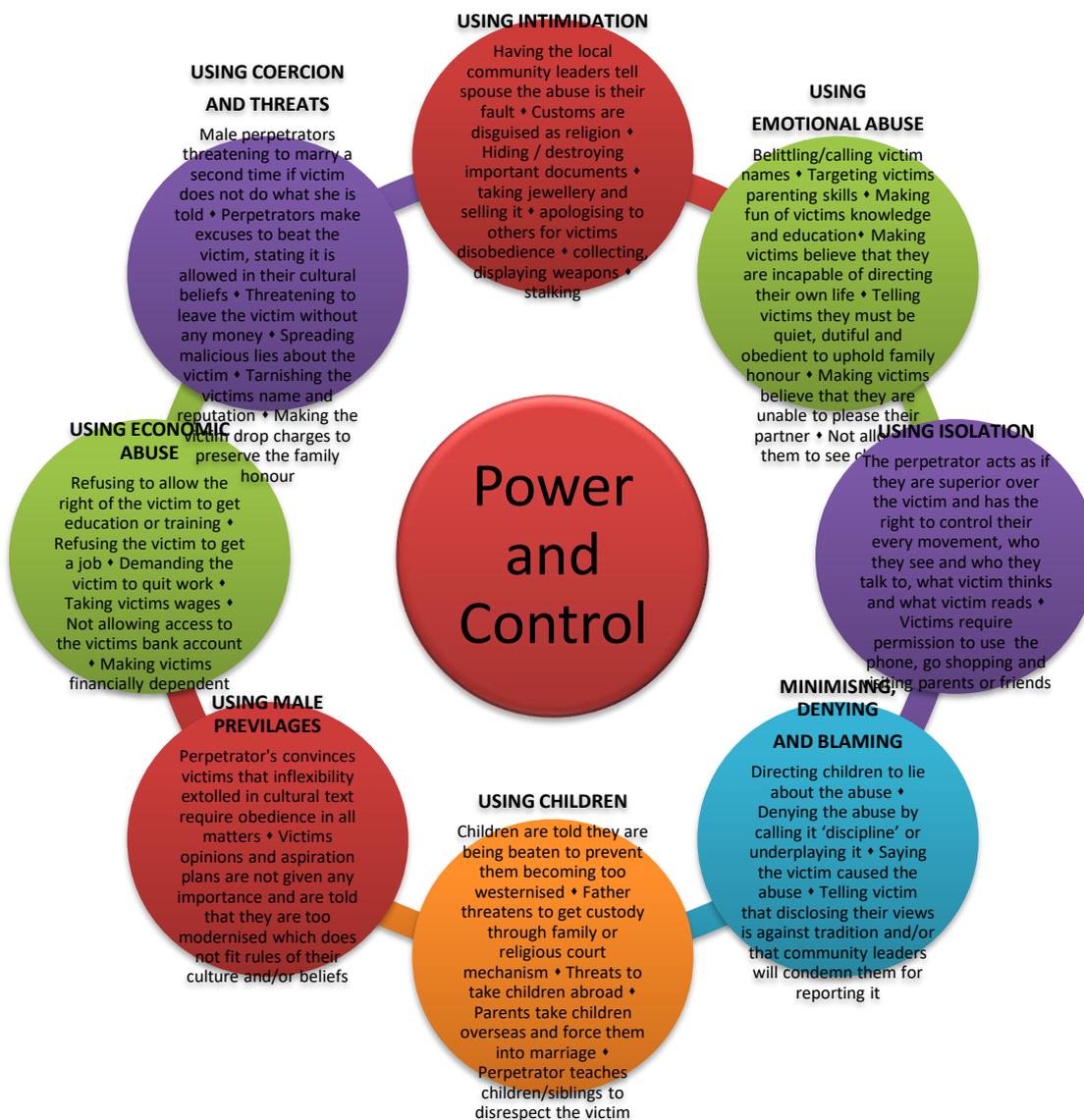
It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College
- Identifying potential risks within the College and from external influences
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College
- Ensuring that plans are in place to respond appropriately to a threat or incident within the College
- Responding appropriately to events reported via local, national or international news that may impact on learners and communities

- Developing effective ICT security and responsible user policies
- Working closely with the local Channel coordinator

## Appendix 2

### HBV wheel developed by Project Choice



## Appendix 3

### Indicators someone may be at risk of Forced Marriage

#### Education:

- Absence or persistent absence – requesting extended leave of absence or failure to return
- Surveillance by siblings or cousins at school or college
- Decline in behaviour, engagement, performance and punctuality; poor exam results
- Not allowed to attend extra-curricular activities; prevented from going to further education
- Sudden announcement of engagement to a stranger

#### Health:

- Accompanied to doctors or clinics
- Self harm; attempted suicide; eating disorders; depression; isolation; substance misuse
- Early or unwanted pregnancy

#### Family History:

- Siblings forced into marriage; early marriage of siblings; self harm or suicide of siblings
- Death of parent; family disputes
- Running away from home; unreasonable restrictions (kept at home, house arrest, financial restrictions)

### College process for all students requesting a holiday/ 1 week or more off college.

- Please use this set of questions and process that will hopefully highlight early signs that a forced marriage may be happening
- If student is under 18 or SEND please ask parents/carers, if over 18 ask student themselves
- This needs to be used whenever college receives any communication that any student's (all ethnicities, male, female & SEND students) are requesting time off for a holiday/absence longer than 1 week
- Ask the questions and then email the responses to Rebecca Hirst, Jenny Bates, Dianne Miller and Gary Carpenter where it will be picked up and decided if further info needs to be gained and passed over to the relevant services
- If the absence is due to illness we need to be requesting medical evidence to support this
- We need to be clear when speaking to parents and carers that this is our new process that we all must follow when a student is requesting a leave from college.

What is the reason for the break/holiday?

Who is travelling?

What dates are they going/returning?

Where are they travelling to address or specific region?

Contact number for responsible adult? (area code)

### Do not mention marriage or forced marriage.

Email back the response to [rebecca.hirst@Oldham.ac.uk](mailto:rebecca.hirst@Oldham.ac.uk) [david.littlewood@oldham.ac.uk](mailto:david.littlewood@oldham.ac.uk) as soon as you have asked them and then we triage from there.

## Appendix 4

### FGM Mandatory Duty

#### **New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police.**

What is the new duty?

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

Why is it being introduced?

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

What the new duty won't do

It doesn't mean that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It won't require professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

**Summary: Mandatory reporting of FGM\* Duty applies to regulated health and social care professionals and teachers in England and Wales. Requires these professionals to make a report to the police if, in the course of their professional duties, they:**

- are informed by a girl under 18 that an act of FGM has been carried out on her;
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

\*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015.

#### **Risk Factors:**

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during a first pregnancy.

Given the hidden nature of FGM, individuals from communities where it takes place may not be aware of the practice. Women and girls who have undergone FGM may not fully understand what FGM is, what the consequences are, or that they themselves have had FGM. Given this context, discussions about FGM should always be undertaken with appropriate care and sensitivity.

It is believed that **FGM may happen to girls in the UK as well as overseas**. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family's country of origin) at the start of the school holidays, particularly in the summer, in order for there to be sufficient time for her to recover before returning to school.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- a female child is born to a woman who has undergone FGM;
- a female child has an older sibling or cousin who has undergone FGM;
- a female child's father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl/family has limited level of integration within UK community;
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
- a girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.3 for the nationalities that traditionally practise FGM);
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it (see Annex G for commonly used terms in different languages) – it is important to take into account the context of the discussion;
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- sections are missing from a girl's Red book; and/or
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarial.

**Remember:** this is not an exhaustive list of risk factors. There may be additional risk factors specific to particular communities. For example, in certain communities FGM is closely associated to when a girl reaches a particular age.

If any of these risk factors are identified professionals will need to consider what action to take. If unsure whether the level of risk requires referral at this point, professionals should discuss with their named/designated safeguarding lead.

**If the risk of harm is imminent, emergency measures may be required.**

**Professionals should not assume that all women and girls from a particular community are supportive of, or at risk of FGM.** Women who recognise that their ongoing physical and/or psychological problems are a result of having had FGM and women who are involved or highly supportive of FGM advocacy work and eradication programmes may be less likely to support or carry out FGM on their own children. However, any woman may be under pressure from her husband, partner or other family members to allow or arrange for her daughter to undergo FGM. Wider family engagement and discussions with both parents, and potentially wider family members, may be appropriate.

#### Indicators that FGM May Have Already Taken Place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman receives the care and support she needs to deal with its effects (see Annex F);
- enquiries can be made about other female family members who may need to be safeguarded from harm; and/or
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- a girl or woman asks for help;
- a girl or woman confides in a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a family/child is already known to social services in relation to other safeguarding issues;
- a girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
- a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman has frequent urinary, menstrual or stomach problems;
- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- there are prolonged or repeated absences from school or college
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl or woman is reluctant to undergo any medical examinations;
- a girl or woman asks for help, but is not be explicit about the problem; and/or
- a girl talks about pain or discomfort between her legs.

**Remember: this is not an exhaustive list of indicators.**

If any of these indicators are identified professionals will need to consider what action to take. If unsure what action to take, professionals should discuss with their named/designated safeguarding lead.

**Professionals subject to the mandatory reporting duty are required to report 'known' cases of FGM in girls under 18 to the police**

## Appendix 5 Schools to College Process

To ensure students have a smooth transition from school to college, it's crucial that we are informed of any concerns or issues ahead of their arrival at college. Types of concerns may be attendance, behaviour, welfare, safeguarding or additional learning support needs. We will provide the schools with a Transition form for each learner who has applied and ask them to complete one for each learner or our Schools team will complete it with them.

This sharing of information will ensure that we receive early information so that planning and support can be put in place in readiness for their arrival in September. This in turn should then improve retention of those learners potentially identify those students who are at Risk of leaving early.

