

Rose Bruford College Safeguarding Policy

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If you consider that a child/vulnerable adult/student/staff member is at *immediate* risk of harm, and the Principal Designated Safeguarding Officer, or senior staff in Human Resources are not available to respond, call the Police on 999 as a top priority.

1. Introduction

- 1.1 The College is committed to supporting and promoting the welfare of staff, students and visitors and to the provision of a safe environment conducive to work, study and the enjoyment of a positive experience for all members of its community.
- 1.2 The College recognises that within the course of its activities its staff and students may come into contact with children (e.g. individuals who are under 18 years old) or vulnerable adults (e.g. those over 18 who are rendered vulnerable to harm or exploitation due to their personal situation and/or social circumstances).
- 1.3 The College wishes to ensure that it maintains the highest possible standards to meet its responsibilities to protect and safeguard the welfare of children and vulnerable adults. The College is committed to working in partnership with other organisations (as appropriate) to facilitate this.
- 1.4 In the discharge of its functions, and in implementing this policy and procedure, the College will remain mindful of its duty of care and other legal obligations, such as those it owes under the Health and Safety at Work Act 1974, the Data Protection Act 1998, the Safeguarding Vulnerable Groups Act 2006, Equality Act 2010, the Protection of Freedoms Act 2012, the Counter Terrorism and Security Act 2015. Additional information is available within the Guidance on Safeguarding document.
- 1.5 This Policy and associated Guidance are designed to assist the College to achieve the commitments set out above and to take reasonable steps to safeguard those who are vulnerable by ensuring there are clear guidelines and procedures for identifying risk, reporting concerns and that appropriate action is taken.
- 1.6 As part of its role as a higher education institution operating within the performing arts, the College works with children, vulnerable adults and young people through:
 - Teaching, supervision and support of students and in particular all Theatre for Young Audiences productions and Bruford Youth Theatre
 - Young people who are actors in our performances
 - Summer schools, school visits, and other events such as work experience;
 - Outreach or widening participation activities taking place on or off campus;

- Off campus projects with vulnerable adults;
- Student placements where working with children;
- Research subjects;
- Attendance at activities involving children or vulnerable adults;
- Conferences;
- On placements and in other professional settings;
- The activities of student societies and networks

1.7 This policy sets out how the College will deal with concerns that are raised that an individual may be at risk of exploitation, harm or abuse (including radicalisation), and the type of action that the College may take to manage such matters and provide support. It also sets out how we ensure safe recruitment and safe selection of staff and student ambassadors.

1.8 The policy recognises that specific areas of activity, for example admission of students, the governance of research, and the organisation of summer schools, have local procedures designed to promote safeguarding practices and which adhere to the key principles set out in Section 3. Examples of the type of situations which may result in the College implementing this policy and procedure may include where:

- a child or adult raises an allegation of abuse, harm or other inappropriate behaviour;
- a student or staff member discloses information involving themselves or family members which gives rise to possible concerns that a potential perpetrator may be harming or abusing vulnerable individuals;
- there are suspicions or indicators that a child or vulnerable adult is being abused or harmed or is at risk of exploitation, harm or abuse (including radicalisation). The indicators of abuse or harm or risk of abuse or harm or radicalisation can be very difficult to recognise and it is not a staff member's responsibility to decide whether a child or adult has been abused or harmed or subjected to abuse or harm, but only to raise concerns that they may have;
- there are observable changes in a child or adult's appearance or behaviour that may be related to exploitation, harm or abuse (including radicalisation)

a concern is raised that an individual presents a risk of abuse or harm towards a child or adult in relation to, for example, his/her criminal convictions, or downloading, possession or distribution of inappropriate images or extremist material. If there is concern that a member of staff or student may present such a risk, the College will take action under another relevant policy, e.g. the Student Disciplinary Procedure or Staff Disciplinary and Capability Policy.

- Concerns arise that a student or member of staff is vulnerable to radicalisation and there is an identifiable risk of being drawn into terrorism.

2. Scope

2.1 Definition of vulnerability

For the purposes of this Policy the College defines vulnerability as being when a child or adult is at risk of exploitation, harm or abuse, including the risk of radicalisation. While the definition of “vulnerable adult” and “child” are set out below, the Policy notes that a person can become vulnerable as a result of specific circumstances or situation which may increase the risk of exploitation.

2.2 Vulnerable Adult

The College defines a vulnerable adult as a person aged 18 or over who is, or may be, in need of services by reason of mental or other disability, age or illness, and who is, or may be, unable to take care of him or herself, or unable to protect him or herself against significant harm, abuse or exploitation, including being drawn into terrorism. Where this might be the case, reference should be made to the College’s Prevent Strategy through the Principal Designated Safeguarding Officer.

2.3 Definition of a child

The College defines a child as a person who is under the age of 18 (“Child”). The fact that a Child has reached 16 years of age, is living independently or is in Further/Higher education does not change his or her status for the purpose of this Policy.

2.4 This policy and the associated Code of Practice applies to all activities involving children, young people and vulnerable adults on the College campus. It also applies to those staff, students, volunteers who work with children, as part of College activities, off-site.

2.5 For the purposes of this Policy the term “the College” does not include the Students’ Union. The College and the Students’ Union are committed to working together and sharing information in order to safeguard the interests and wellbeing of children and vulnerable adults, e.g. in relation to individuals and activities with student societies and volunteering.

3. Definitions of Abuse

There are four main types of abuse:

Physical

Emotional (including cyber bullying)

Sexual

Neglect

3.1 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 or carer fabricates the symptoms of, or deliberately induces, illness in a child.

3.2 Emotional Abuse - Emotional abuse is the persistent emotional maltreatment 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 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 the 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 cyber 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 maltreatment of a child, though it may occur alone.

3.3 Sexual Abuse - 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.

3.4 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 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);
- ensure access to appropriate medical care or treatment.

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

This Safeguarding Policy is implemented alongside the College's Anti-bullying and Harassment Policy and Procedures.

4. Key Principles

4.1 The College will take all safeguarding concerns including suspicions and allegations of exploitation, harm or abuse (including radicalisation) seriously and will report concerns promptly.

4.2 The College has processes in place to check the suitability of staff and students whose duties and responsibilities involve regular contact or supervision of children or vulnerable adults. The College is committed to seeking to ensure that appropriate suitability checks are carried out in relation to staff including criminal record checks and other checks where appropriate.

4.3 Safeguarding referrals to the relevant statutory authority will be made on the basis of identified and considered risk. Information about risk assessment procedures is set out in Appendix 3.

4.4 In a placement or work based learning environment (such as a professional or clinical setting) a member of staff or student should normally report any safeguarding concern in the first instance to the Safeguarding Officer of the provider, or employer. If the student or staff member feels it is inappropriate to make a referral to the provider/employer Safeguarding Officer, or they do not feel they have had a satisfactory response, they should refer directly to the appropriate College Designated Safeguarding Officer.

4.5 Research with children or vulnerable adults must comply with the College's [Research Ethics Policy and Procedures](#). Appropriate DBS checks are required by researchers and guidance on this should be sought from the Chair of the Research Committee.

5. Principal Designated Safeguarding Officer (PDSO)

5.1 The Academic Registrar, Angela Taylor, has been appointed to act as the College's Principal Designated Safeguarding Officer. Her responsibilities include:

- Undertaking relevant training in safeguarding procedures and ensure their knowledge is kept up to date;
- Ensure that staff receive regular training and that refresher training is available every two years;
- Report safeguarding concerns to the Local Authority Designated Officer;
- Ensure that records are kept regarding safeguarding concerns and that confidential records are stored securely;
- Submit an annual report to the Board of Governors;
- Advise the Senior Management Committee of any concerns regarding safeguarding;

- Ensure that the College's safeguarding policy and procedures are compliant with Local Safeguarding Children Board (LSCB) requirements;
- Acting as a point of contact for those who have safeguarding concerns, receiving information and recording those concerns;
- Acting upon concerns as appropriate in the circumstances - for example by making external referrals to social services or police;
- Monitoring the implementation of this policy and procedure.

5.2 In addition to the explicit responsibilities set out above, the PDSO has responsibility to ensure staff and students are aware of the College's safeguarding principles and procedures and is able to refer concerns appropriately. Furthermore, managers and staff are expected to build approaches which promote safeguarding to reduce the potential for abuse and to promote wellbeing.

5.3 It is not the role of the PDSO to decide whether a child or vulnerable adult has been abused. The PDSO's responsibility is to ensure that concerns are shared and that action is taken as a result.

6. Child Safeguarding Officers

The following members of staff have been appointed as Child Protection Officers:

- Laura Gooden - Bruford Youth Theatre
- Sam Perez-Lumbreras– Outreach Manager (Sally Pembroke, maternity cover)
- Anthony Sammut – Head of Productions
- Jeremy Harrison – Programme Director, MA/MFA Collaborative Theatre Making
-

College Safeguarding Officers will:

Receive and record information from staff, student ambassadors, children, vulnerable adults or parents who have safeguarding concerns

- Consult with the PDSO regarding any safeguarding disclosures or concerns
- Ensure that parents/carers receive a copy of the Safeguarding Policy
- Work with the PDSO to ensure that the Safeguarding Policy is reviewed annually
- Identify staff and volunteers who require DBS checks and ensure that certificates are checked before staff/volunteers begin working with children
- Also ensure staff/student ambassadors sign the relevant code of practice
- Brief students/staff undertaking academic projects

7. Reporting Safeguarding Concerns

- 7.1 It is the remit of Social Services and/or the Police to investigate safeguarding concerns; however the College will undertake a risk

assessment before making a referral to such an external agency. If a member of the College, staff or student, has any immediate risk concerns (including outside normal College hours) they may refer directly to the Police or Social Services, but otherwise they should follow the internal referral process set out below. If a direct referral is made, the member of staff or student should inform the PDSO at the earliest opportunity.

- 7.2 Safeguarding concerns should be reported to the PDSO using the appropriate referral form. If you wish to discuss a referral before completing the form you should contact the PDSO. It is better to refer any safeguarding concern and enable a risk assessment to take place, than not to make one because you are not yet certain. Some useful do's and don'ts for handling a safeguarding disclosure are set out within the Code of Practice (appendix 1).
- 7.3 In a placement or work based learning environment (such as a professional setting) a member of staff or student should normally report any safeguarding concern in the first instance to the Safeguarding Officer of the provider, or employer. If the student or staff member feels it is inappropriate to make a referral to the provider/employer's Safeguarding Officer, or they do not feel they have had a satisfactory response, they should refer directly to the College's PDSO.
- 7.4 If the PDSO is not available, or the safeguarding concern involves for example a concern against them, then the Vice Principal or Principal should be contacted.

8. Procedure when a child makes a disclosure

- 8.1 **Initial discussion** - If a child makes a disclosure that they have suffered significant harm through abuse or neglect, please follow the guidance set out in appendix 6.
- 8.2 **Recording concerns** – The member of staff should report the disclosure to the PDSO as soon as possible. The PDSO will conduct a risk assessment (see appendix 3) and may then contact the Local Authority Designated Officer (LADO) for advice on further action. Having received a disclosure from a child, the member of staff or student should complete the Incident Report Form (see Appendix 4). In all cases the PDSO will inform the College Principal. The PDSO will complete Bexley Local Children's Safeguarding Board's (LCSB) Inter Agency Referral Form (see Appendix 5).
- 8.3 **Allegations against staff** – Where an allegation of inappropriate behaviour, abuse or neglect is made against an employee (whilst in the course of their employment) who is engaged on a permanent contract, the College, in accordance with its employment procedures, and the HR policy on complaints against members of staff, will carry out a full investigation and may if necessary suspend the member of staff until the investigation is completed.
- 8.4 The accused member of staff will be informed of the allegation as soon as possible, subject to restrictions on how the information can be shared.

8.5 Where an allegation is made against a member of staff, that member of staff should receive appropriate support. The staff member will be advised to seek the advice of their Union or Professional Body. Human Resources should be informed immediately. The College will ensure that the member of staff understands:

- the nature of the concerns expressed and the procedures which will be followed;
- Is kept up to date with the progress of the investigation;
- Is informed of any disciplinary implications as a result of the investigation;
- Is advised that a Trade Union representative or work colleague can be present at any meetings;

The same procedure, as set out in paragraphs 7.1 to 7.4 should be followed.

8.6 Where an allegation is made against a student ambassador, the student will be advised to seek the advice of the Student Union.

8.7 Concerns about a member of staff - Any member of staff concerned about the behaviour of staff, student ambassadors, students or others must raise that concern with the PDSO at the earliest opportunity. The PDSO will follow the procedures set out in paragraph 7 .

9 Working with other organisations

When the College is working with organisations, a decision must be made at the outset as to whose policy regarding safeguarding applies. This must be agreed in writing between the members of staff working together.

10 Safe Recruitment and Disclosure and Barring Procedures

The designated Child Protection Officer (CPO) is required to ensure that those visiting professionals and student ambassadors who are undertaking regulated activity with children are advised of the need to obtain a DBS check. The definition of 'regulated activity' is set out in Appendix 4. Visiting Professionals and student ambassadors are also required to provide two references and two forms of ID (one photographic). Visiting professionals are required in addition to complete an artist's agreement.

DBS checks may take several months to be processed and no member of staff or volunteer may work with children at the College until the DBS certificate has been checked by one of the College Safeguarding Officers (see paragraph 6).

The College will accept DBS certificates from new members of staff that have been processed by other registered bodies within six months of the date of issue. After 3 years from the date of issue, staff must undergo a new disclosure check with the DBS.

It is a criminal act under the Safeguarding Vulnerable Groups Act 2006 for the College to allow someone it knows, or someone it has reason to believe, has been barred from that activity to undertake that activity. If the College gains knowledge

of someone not suitable to work with children and vulnerable adults, then the individual should be referred to the LSCB.

11 Risk Assessment

- 11.7 If a safeguarding concern is raised with the PDSO a risk assessment should be undertaken to assess the appropriateness of a referral to Social Services or the Police. (see appendix 3 – Safeguarding Risk Assessment)
- 11.8 The PDSO (or nominee) is responsible for ensuring that a record of the risk assessment process and the outcome of the risk assessment is made, and any appropriate follow up action is undertaken.
- 11.9 The College will liaise with other partner agencies as appropriate in order to address the safeguarding concerns identified.

12 Action by the College

- 12.7 The College reserves the right to take action under its disciplinary procedures should it later receive information that suggests that its conduct standards may have been breached. Staff or students who are dismissed from the College as a result of safeguarding concerns will be reported to the Disclosure and Barring Service and any relevant professional body.
- 12.2 Support from internal or external services will be provided as appropriate for any individuals, staff or students, impacted by safeguarding issues

13 Retention of Information

- 13.7 Written records of any safeguarding concerns will be retained for as long as is necessary for the purpose for which it was obtained or as legally required or lawfully permitted.
- 13.8 Such written records will be held centrally and separately from a member of staff's or student's personal records.

14 Training

All staff and students¹ whose roles and responsibilities include regular contact with children and potentially vulnerable individuals will receive briefing and guidance appropriate to their role. All staff will be made aware of this policy and procedure and related guidance including the Code of Practice – Working with Young People and Vulnerable Adults (Appendix 1).

¹ Such as those who act as Student Ambassadors employed to work with pupils in schools or on visits to the College.

15 Monitoring and Evaluation

The PDSO will record any incidents relating to safeguarding concerns and will report them in an anonymised form to Senior Management Committee on a yearly basis. This report will be confidential and if any concerns or patterns of abuse emerge these will be dealt with appropriately.

16 Review of Policy and Procedure

The Equality and Diversity Committee is responsible for overseeing and updating this policy and procedure particularly with respect to the legal obligations and other external requirements. This policy and procedure will be formally reviewed every three years and updated as appropriate.

17 Further Assistance

17.7 Further information on this policy and procedure this is available from the Principal Designated Safeguarding Officer.

Appendix 1

Code of Practice – Working with Young People and vulnerable adults

The College has a duty to ensure the safety and well-being of young people and vulnerable adults with whom we may be working, whether on College premises, on placement or working with the community. Tutors, support staff or students who are in contact with young people and vulnerable adults should submit a full DBS disclosure. The Principal Designated Safeguarding Officer (PDSO) for the regulated activity will check the DBS certificate before a member of staff or student ambassador works with children or vulnerable adults at the College.

All College personnel need to observe the following code:

- Every young person or vulnerable adults will be treated with respect and has the right to personal privacy
- Avoid all situations that involve being alone with a young person or vulnerable adult, out of sight of others
- Access should be provided for young people or vulnerable adults to talk about any concerns they may have. Make sure you know who the appropriate staff member is for the young person or vulnerable adult to speak with.
- Create an inclusive and accessible environment where everyone feels comfortable to talk about attitudes or behaviours they don't like
- Recognise that caution is required, even in sensitive moments of listening, such as dealing with bullying, bereavement or abuse
- Avoid all situations that compromise your relationship with young people or vulnerable adults, and are unacceptable within a relationship of trust (irrespective of whether the young person or vulnerable adult is over the age of consent)
- Remember another person might misinterpret your actions, however well intentioned
- Remember you are a role model
- Ensure that social media is used appropriately and that any images are taken with consent and stored in accordance with College Photography policy

Do **NOT**

- Have any inappropriate physical or verbal contact
- Jump to conclusions about others without checking the facts
- Collude with inappropriate attention-seeking behaviour
- Show favouritism to any individual
- Make suggestive remarks or gestures, even in fun
- Let suspicion, disclosure or allegation of abuse go unrecorded or unreported
- Do not take any images on personal devices
- Do not befriend participants through social media

If you have any concerns about issues or situations then talk to the PDSO. Breach of this code may be dealt with through the disciplinary procedure.

Declaration

In order to acknowledge that you have read and understood the Safeguarding Policy and that you agree to follow the Code of Practice – Working with Young People and Vulnerable Adults, please complete the following details and sign below:

Name:

Date:

.....

Signature:

Project:

Role:

Appendix 2

Definition of Regulated Activity that require an Enhanced Level DBS Check from 10 September 2010

See definition of child and vulnerable adult in section 4

To come under Regulated Activity, the individual needs to carry out an Activity or carry out work in a specific establishment (or both).

ACTIVITY

The activity needs to be carried out by the same person and meet the following frequency test:

- Once a week or more or
- 4 or more days in 30 or
- Overnight

The activity should be:

- Driving a vehicle being used only for transporting children and carers/supervisors
- Teaching, training or instruction
- Care or supervision (if care is personal care, help with eating/drinking or medical/surgical care then the frequency test can be ignored)
- Advice or guidance relating to a child's physical, emotional or educational well-being
- Moderating a public electronic interactive communication service (e.g. internet chat-room) likely to be used mainly by children
- The manager/supervisor of an individual carrying out any of the above activities.

ESTABLISHMENT

The work in the establishments below needs to give the person the opportunity in their work to have contact with children, be carried out by the same person and meet the following frequency test:

- Once a week or more or
- 4 or more days in 30 or
- Overnight

The establishment should be:

- School
- Pupil referral unit (Education Centres or Short Stay Schools)
- Institutions for the detention of children
- Children's homes/residential units
- Children's centres
- Nursery schools
- Childcare premises (including nurseries)
- The manager/supervisor of an individual carrying out any of the above activities.

NOTE – Occasional services provided to Children's Establishment (e.g. maintenance/repair workers) no longer come under Regulated Activity and must not be DSB checked.

Appendix 3

GENERAL RISK ASSESSMENT

This sets out the overall risks identified by the College which form part of the College's standard practice.

Separate risk assessments will need to be undertaken for any activities which are not included on this general risk assessment.

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
Safeguarding for Tours	Young and Vulnerable adults due to grooming, abuse, unsuitable contact for example, by a person in a position of trust.	This is not considered regulated activity as it does not meet the "frequency and intensity" test neither does it come under "teaching, training, instructing" Students undergo Ambassador Training	However, for the purpose of best practice we should ensure where possible that Ambassadors are not one to one with tour groups. They should be accompanied by a member of staff from the organisation the young/vulnerable are associated with or a parent/guardian. All Ambassador should be given a copy of the College's Safeguarding Policy	Designated Professional Lead ODSO SRM AO (David Ames) Ambassadors/ Staff	ODSO to ensure all Ambassadors sign the Code of Practice. AOs and ODSO to ensure that Ambassadors are not	Compliance report to be received by Equality & Diversity Committee at end of each academic year.

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
					one to one with tour groups	
Safeguarding for School Matinees	Young and Vulnerable adults due to grooming, abuse, unsuitable contact for example, by a person in a position of trust	<p>This is not considered regulated activity as it does not meet the “frequency and intensity” test neither does it come under “teaching, training, instructing”</p> <p>Young/Vulnerable is usually accompanied by a member of staff and ambassadors are used in a FOH capacity.</p>	All Ambassadors and student Front of House staff to receive a copy of the College’s Safeguarding Policy	Front of House staff ODSO SRM Ambassadors/ Staff	ODSO to ensure all Ambassadors sign the Code of Practice.	Compliance report to be received by Equality & Diversity Committee at end of each academic year.
Safeguarding for talks/presentations	Young and Vulnerable adults due to grooming, abuse, unsuitable contact for example, by a person in a position of trust	<p>This is not considered regulated activity as it does not meet the “frequency and intensity” test neither does it come under “teaching, training, instructing”</p> <p>Ambassadors maintain distance from the students in terms of contact and use materials</p>	All Ambassador should be given a copy of the College’s Safeguarding Policy	Designated Professional Lead ODSO SRM Ambassadors/ Staff	ODSO to ensure all Ambassadors sign the Code of	Compliance report to be received by Equality & Diversity Committee at end of each academic year.

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
		appropriate to the audience, provided by the College.			Practice.	
Safeguarding for one off Workshops	<p>Young and Vulnerable adults due to grooming, abuse, unsuitable contact for example, by a person in a position of trust.</p> <p>In addition to hazards from tools and materials.</p>	<p>This is not considered regulated activity as it does not meet the “frequency and intensity” test however it is considered under “teaching, training, instructing” but perhaps once in a year.</p> <p>Therefore a register and evaluations are undertaken as well as feedback to the ODSO. The ODSO requires a member of staff from the associated organisation is present at all times.</p> <p>All activities are individually risk assessed and participants with regards to potential hazards during workshops.</p>	Identify a set number of workshop leaders across all programmes with or to undertake Standard DBS checks to use for such occasions (Do not have to be ambassadors).	Designated Professional Lead ODSO SRM Ambassadors/ Workshop Leaders	ODSO to ensure that workshop leaders have DBS checks	Compliance report to be received by Equality & Diversity Committee at end of each academic year.
Safeguarding for Summer Schools & long term Projects	Young and Vulnerable adults due to grooming, abuse, unsuitable contact for	This is considered regulated activity, therefore all ambassadors/workshop leader undertake an Enhanced DBS	All involved should sign a copy of the College’s Safeguarding Policy, and also be provided with the Code of Conduct.	Designated Professional Lead ODSO SRM	ODSO to ensure that all Ambassadors	

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
(Regulated Activity)	<p>example, by a person in a position of trust.</p> <p>In addition to hazards from tools and materials.</p>	<p>Check. Registers and evaluations are undertaken as well as feedback to the ODSO.</p> <p>All activities are individually risk assessed and participants with regards to potential hazards during workshops.</p>	<p>For best practice Ambassadors should undertake workshop leader training.</p>	<p>Ambassadors/ Workshop Leaders</p>	<p>sadors and workshop leaders undertake Enhanced DRS checks</p>	
Safeguarding for Mentoring (Regulated Activity)	<p>Young and Vulnerable adults due to grooming, abuse, unsuitable contact for example, by a person in a position of trust</p>	<p>This could be considered regulated activity, therefore all ambassadors/workshop leaders undertake an Enhanced DBS Check.</p> <p>Personal emails are not used and the mentoring is monitored.</p>	<p>All involved should sign a copy of the College's Safeguarding Policy, and also be provided with a code of conduct.</p> <p>For best practice Ambassadors should undertake mentoring training.</p>	<p>Designated Professional Lead ODSO SRM Ambassadors</p>	<p>Ongoing</p>	<p>Ongoing</p>
Safeguarding for Student Shadowing (Regulated Activity)	<p>Young and Vulnerable adults due to grooming, abuse, unsuitable contact for example, by a</p>	<p>This could be considered regulated activity, therefore all ambassadors/workshop leaders undertake an Enhanced DBS Check.</p>	<p>All involved should sign a copy of the College's Safeguarding Policy, and have signed our code of conduct.</p>	<p>Designated Professional Lead ODSO SRM</p>	<p>Ongoing</p>	<p>Ongoing</p>

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
	person in a position of trust	Personal details are not shared and an evaluation by the participant completed		Ambassadors/ PD		
Young People's Theatre Workshop (Regulated Activity)	Young and Vulnerable due to grooming, abuse, unsuitable contact for example, by a person in a position of trust.	All leaders are subject to enhanced DBS check.	Ensure that all leaders receive a copy of our Safeguarding Policy and have signed our code of conduct.	Designated Professional Lead	YPTW manager to ensure that all leaders have enhanced DBS checks	Report to be provided to Equality & Diversity Committee at the end of each academic year
Children in College productions on campus (Regulated Activity)	Young and Vulnerable due to grooming, abuse, unsuitable contact for example, by a person in a position of trust.	Require all children appearing in College productions on campus to be accompanied by a parent/carer at all times.	All members of production team to be provided with the College's Code of Conduct.	Head of Productions		
Children in College productions off campus	Young and Vulnerable due to grooming, abuse, unsuitable contact for example, by a	Children are not to be permitted to take part in College productions off campus				

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
	person in a position of trust.					
Theatre for Young Audiences						

Appendix 4

Recording a Disclosure Form

If a child or vulnerable adult makes a disclosure that they have suffered significant harm through abuse or neglect, your initial response should always be limited to listening carefully to what is said so that we have a clear picture of the situation. You should offer reassurance about how we will keep the child or vulnerable adult safe and explain what action we will take. It is vitally important that we do not promise to keep the information secret. If a child or vulnerable adult can understand the implications of making a referral to the Local Authority's Children's Services then we should ask the child for their view but we should always be clear that it is our responsibility to take what action is necessary to ensure their safety. The steps which should be followed are:

- Stay calm.
- Listen carefully to what is said.
- Ensure that you find an early opportunity to explain that it is likely that you will need to speak to other people – do not promise to keep secrets.
- Allow the child or vulnerable adult to speak at their own pace. Ask questions that will give clarification but do not press for answers or ask leading questions.
- Reassure the child or vulnerable adult that they have done the right thing by talking to someone.
- Make sure that the child or vulnerable adult understands what you will do next, that you will be speaking to the person in the College who is responsible for their protection and that you may need to speak to the Local Authority Children's Services.
- Record the disclosure using their where possible and noting time and date.
- Contact the PDSO as soon as possible.
- Do not discuss the disclosure with other staff; discussion should be on a 'need to know' basis.

Name of child or vulnerable adult			
Date of birth		College activity/event	
Child or vulnerable adult's address			
Parent/carer contact details			
Details of the incident/disclosure/concern			

Please ensure that the following information is recorded:

- Who, what, where and when
- If this is a disclosure by a child, try to record the child's own words where possible including the names of any provided

Specify any action taken, including who received this disclosure form (date and time)

--

Double check the information provided on this form to ensure that the information is clear and that all information has been included.

Pass this form to the PDSO

Signature:		Name:	
Position:		Date:	
		Time:	



INTER-AGENCY REFERRAL FORM

This form is to be used by all agencies referring a child/children/vulnerable adult to social services for assessment as a child in need, including in need of protection.

When completing referral form use guidelines on back page.

All urgent referrals should be initiated by phone/fax and followed up in writing within 48 hours, by completion of as much of this form as possible

A. CHILD/YOUNG PERSON

Family Name			Forename/s		
DOB/ED D		M <input type="checkbox"/> F <input type="checkbox"/>	*Ethnicity code	Religion	
Child's language	first		Is an interpreter or signer required?	Y / N	
Address					
Postcode			Tel.		
Current address if different from above					
Postcode			Tel.		

***ONS Ethnicity Codes:** White British 1a; White Irish 1b; White other 1c; White & Black Caribbean 2a; White & Black African 2b; White & Asian 2c; Other Mixed 2d; Indian 3a; Pakistani 3b; Bangladeshi 3c; Other Asian 3d; Caribbean 4a; African 4b; Other Black 4c; Chinese 5a; Other ethnic group 5b.

B. CHILD/YOUNG PERSONS'S PRINCIPAL CARERS

FULL NAME	DOB If known	Relationship to child	Ethnic ity code	Parental responsib ility
				Y / N
				Y / N
First language of carers:		Is an interpreter or signer required:		
		Y / N		

C. OTHER HOUSEHOLD MEMBERS

FULL NAME	DOB If known	Relationship to child/ young person	Ethnicit y code	Tick if also referred

D. OTHER SIGNIFICANT PEOPLE IN THE CHILD/YOUNG PERSON'S LIFE, INCLUDING OTHER FAMILY MEMBERS

FULL NAME	Relationship to child/young person	Address	Tel No

Referrals will be shared with the family and should not be made without their knowledge/agreement unless this would jeopardise the child/young person's safety.

	Y / N	If no, state reason
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The child/young person knows about the referral		
The parent/carer knows about the referral		

E. REASON FOR REFERRAL/REQUEST FOR SERVICES

If an allegation of possible physical abuse, please give specific details of any injury including dates and explanations given.

F. INFORMATION ON STATUTORY STATUS

	Y / N	Please give details of name of child/young person, dates, category (if known)
Any child in family is/has been on the disability register?		
Any child in family is/has been on the child protection register (CPR)?		
Any child or other family member has been looked after by a local authority?		

G. KEY AGENCIES INVOLVED

Insert name of professional if involved	Tel	Insert name of professional if involved	Tel
HV		GP	
Nursery		EWO	
School		Police	
YOT		Dentist	
Community mental health		Community Paediatrician	
School Nurse		Other	

H. INFORMATION SUPPORTING THIS REFERRAL

The purpose of this section is to assist the inter-agency assessment. Where you have no information about a particular area please write N/K. Record strengths as well as areas of need or risk so that resources can be directed appropriately.

<p>Child/young person's developmental needs and identified risk factors:</p> <p>Consider health, emotional & behavioural development, education, identity, family & social relationships, social presentation and self-care.</p>	
<p>Parents/carers capacities to respond to child/young person</p> <p>Consider basic care, ensuring safety, emotional warmth, stimulation, provision of guidance and boundaries, and stability.</p>	
<p>Issues affecting parent/carers capacity to respond appropriately to child/young person's needs.</p>	
<p>Family and environmental factors which impact on the child</p> <p>Consider family history & functioning, the wider family, housing, employment, income, the family's social integration and the availability of community resources to provide support.</p>	

I. DETAILS OF REFERRER AND SOCIAL WORKER TAKING REFERRAL

<p>Name of worker completing this referral (please print)</p>	
<p>Agency</p>	

Address			
Telephone number			
Signature		Date	

Name of social worker taking referral			
Team		Date	

GUIDANCE NOTES FOR THE INTER AGENCY REFERRAL FORM TO REFER CHILDREN TO SOCIAL SERVICES

This form is to be used by all agencies and individuals when referring a child to Social Services. The information given may be used as part of Social Services initial assessment.

1. The more information received by Social Services at the first point of contact, the more likely it is that appropriate services will be delivered at the earliest opportunity to help children and families in the best interest of the child.

It is not expected that all the boxes on the form will be completed if the information is not available at the time of the referral. Best endeavours must be made to complete it as fully as possible.

Any additional detailed reports should be attached to the form if the consent of the author has been obtained.

2. If the referral is urgent, such as where there are concerns that a child may be suffering significant harm, the referral must be telephoned through to the local Social Services duty team within 24 hours. Within Bexley, these numbers are:

- * West Child Care Unit 020 8310 0566
- * East Child Care Unit 020 8303 7777 ext 2627
- * Out of Hours team 020 8303 7777

This form must be completed and sent or faxed to the local Social Services within 48 hours:

- * West Child Care Unit Fax 020 8312 4960
- * East Child Care Unit Fax 020 8308 4861

3. The form may be used in Court proceedings.
4. When completing the form it is important to record your observations of the child and the family, both positive and negative.

Appendix 6

Guidance to be followed when a child raises a concern

The initial response should always be limited to listening carefully to what the child says so that we have a clear picture of the child's situation. We should offer reassurance about how we will keep a child safe and explain what action we will take. It is vitally important that we do not promise to keep the information secret. If a child can understand the implications of making a referral to the Local Authority's Children's Services then we should ask the child for their view but we should always be clear that it is our responsibility to take what action is necessary to ensure the child's safety. The steps which should be followed are:

- Stay calm.
- Listen carefully to what the child is saying.
- Ensure that you find an early opportunity to explain that it is likely that you will need to speak to other people – do not promise to keep secrets.
- Allow the child to speak at their own pace. Ask questions that will give clarification but do not press the child for answers or ask leading questions.
- Reassure the child that they have done the right thing by talking to someone.
- Make sure the child understands what you will do next, that you will be speaking to the person in the College who is responsible for their protection and that you may need to speak to the Local Authority Children's Services.
- Record the disclosure using the child's words where possible and noting time and date.
- Contact the Designated Child Protection Officer as soon as possible.
- Do not discuss the disclosure with other staff; discussion should be on a 'need to know' basis.