



Welcome to

# Trafford College Community Partnership

Providing closer links  
between our college  
& our community.



# Welcome



It gives me great pleasure to welcome you to the Trafford College Community Partnership

The Partnership has been formed to provide a holistic and integrated approach to supporting our students here at the College. No college is an island, and only through working closely and effectively with our local partners can we ensure success for our students in what is an ever more challenging and complex world.

As Baroness Sharp once identified, colleges really are a “dynamic nucleus...at the heart of local communities” and this has never been truer or more important for a college such as ours that serves young people of all stages of academic ability, adult learners, employers, apprentices, higher education students and those people struggling to access any form of education for a whole variety of reasons.

At Trafford College, our purpose is “Unlocking Potential, Fostering Success”. Beyond these words is a tangible and focused approach to provide all our students with a high quality education that aims to support their success at college and indeed beyond in life and work.

Our provision and approach to education follows eleven key themes:

- > Values
- > Aspirations
- > Enrichment
- > Wellbeing
- > Hope
- > Inclusion
- > Individuality
- > Achievement
- > Safety
- > Pedagogy
- > Partnership

The Community Partnership cuts across all these themes and is an integral part of our purpose. There are many ways to get involved and only by working together, in true partnership, will we deliver the excellence in education for all our students and the community at large.

Come and be part of our journey together.

## **James Scott**

Principal & Chief Executive  
The Trafford College Group

## Endorsement: Kate Green



HOUSE OF COMMONS

LONDON SW1A 0AA

**Kate Green MP**

10 December 2020

I'm delighted to become an ambassador for Trafford College Group's community partnership. Our students are our country's future, and we all have a stake in their success. That's why I'm grateful to the amazing college staff and the wonderful community partners who are helping to maximise opportunities for them, and to support them so they can make the most of their learning. Our young people have so much potential and it is a privilege to support this great initiative.

Yours sincerely

Kate Green MP  
Labour Member of Parliament for Stretford and Urmston



Constituency office telephone number: 0161 749 9120

Westminster office telephone number: 020 7219 7162

Email address: [kate.green.mp@parliament.uk](mailto:kate.green.mp@parliament.uk)

You can also follow me on Twitter @KateGreenSU

## Endorsement: Elise Wilson

SIR GRAHAM BRADY M.P.



HOUSE OF COMMONS  
LONDON SW1A 0AA



TRAFFORD COLLEGE COMMUNITY PARTNERSHIP

I am delighted to become an Ambassador for Trafford College Community Partnership. Trafford College is so well known as a centre for excellence and for unlocking potential that it hardly needs anyone else to sing its praises... however I am delighted to add my voice, even if I can't quite hit the top notes that Trafford College does!

With best wishes,

Sir Graham Brady MP

Serving the constituents of Altrincham and Sale West  
Westminster Office Telephone: 020 7219 1260  
Personal Assistant: Mrs Sybil Crowther  
E-Mail Address: [altsale@parliament.uk](mailto:altsale@parliament.uk)  
[www.grahambradyp.co.uk](http://www.grahambradyp.co.uk)

## Trafford College Partners

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### Greater Manchester Police

Neighbourhood crime prevention

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### Trafford Council

Supporting borough needs

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### NHS Foundation Trust

Sexual health and advice

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### Early Break

Substance abuse prevention

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### The Samaritans

Health and wellbeing support

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### Loudspeaker

Citizenship and social enterprise – make your voice heard

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### Kooth

Mental health support for young people

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### Muslim Arts and Culture Festival

Celebrating culture and diversity

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### Altrincham Community Media

Creating youth opportunities

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### Nationwide Building Society

Financial resilience and awareness/youth opportunities

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### Trafford Domestic Abuse Service (TDAS)

Supporting healthy relationships

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### University Academy 92

Progression opportunities

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### Parliamentary Outreach (North West)

Promoting British Values

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### Remembering Srebrenica (Charity)

Supporting community cohesion

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### Counselling and Family Centre

Counselling and mental health services for adults, children and young people

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### Proud Trust

LGBTQ social and support

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### Ugandaid (Charity) and Nile Vocational Institute

International skills sharing

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### Trafford Young Carers

Information and advice for young carers

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### Healthwatch (Youthwatch)

Youth opportunities and youth voice.

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### Seashell Trust

Inclusion and diversity

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### Curious Minds

Creative opportunities

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### 42nd Street

Promoting emotional wellbeing and resilience

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### DePaul Charity

Homelessness prevention

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# Trafford College Partners

## Purpose of the partnership

To provide an inclusive approach to the personal and social development of the student cohort at Trafford College. Forming partnerships with trusted outside agencies to work with the college to support young people and vulnerable adults who may be subject to unspecified social and societal pressures.

The partnership will provide supplementary/ complementary service to the existing safeguarding/inclusive policies of Trafford College (TCG).

## Protocols for the partnership

Trusted partners to provide workshops/ presentations/interventions and volunteering opportunities during the course of the academic year. Approach to selected partners will provide consistency and build trust between organisations and college student cohort.

## Frequency of meetings:

Academic year 19 – 20.

Quarterly meetings held at Trafford College (Altrincham and Stretford Campuses). Chaired by key members of the partnership: College/ GMP/NHS/Local Authority.

## Record of partnership activity:

### College record kept of all partnership activity during the academic year.

Analysis of partnership activities during the first year – to identify:

- > Usage of partners.
- > Support services accessed. i.e. who/why/how often

Analysis to provide evidence of how effective the partnership is - adds value as a working resource to the college offer, and the local community.

## Agenda Framework – to be agreed by partnerships

College email to partnership two weeks prior to meetings – save the date/reminders

### Meeting framework:

- > Introductions
- > Apologies
- > Guest speaker spot – 10/15 mins and discussion so 30 mins approx.
- > Update from each partner agency.
- > Discussion of any work undertaken if appropriate.
- > Any Other Business.
- > Agenda Items for next quarterly meet.

## Trafford College contacts for the partnership team

### Michelle McLaughlin

Student Engagement Lead for TCG

**T:** 0161 296 5622

**M:** 07539348747

### Shaun Deakin

Programme leader - Student Services, Trafford College, Stretford Campus

**T:** 0161 886 7001

**M:** 07970274900

### Margaret James

Programme leader - Student Services, Trafford College, Altrincham Campus

**T:** 0161 952 4287

**M:** 07920272612

## Confidentiality Statement

This meeting will take place within the terms of section 17 of the Crime and disorder Act 1998 and is covered by the terms of the Official Secrets Act 1911 under a shared understanding of those who attend that all matters discussed will be strictly confidential.

Any information must be afforded a level of protection commensurate with its protective marking and its contents must not be disclosed outside official channels or discussed with those who do not have a need to know.

Any disclosure of information outside this meeting, beyond that agreed at the meeting will be considered a serious breach of the subjects' confidentiality and a serious breach of the confidentiality agreements with Partner agencies.

The Trafford College Group acknowledges that in the process of providing a service, people who use the service need reassurance that the information they provide is treated appropriately and not shared with others and is maintained in a confidential matter.

We are sharing young peoples' data and personal information to trusted Partner agencies in order to:

- > Assess the needs of the young person.
- > Ensure that the services we provide will meet those needs.
- > Make sure that we provide those services safely.
- > Work with our Partner agencies involved to co-ordinate support provision.

## Data Protection/GDPR

To enable TCG to comply with its statutory obligations under GDPR it is necessary for us to collect, store and process sensitive personal data. The Group is committed to full compliance with the applicable data protection legislation. This policy should be read in conjunction with the Group's Data Protection Policy and Information Security Policy. These policies provide more detailed guidance on the correct handling of personal data including sensitive personal data. In the collection, storage and processing of personal data for equality and diversity monitoring purposes we will comply with the following principles:

- > We will process personal data lawfully, fairly and in a transparent manner.
- > We will collect personal data for specified, explicit and legitimate purposes only, and will not process it in a way that is incompatible with those legitimate purposes.
- > We will keep accurate and up to date personal data, and take reasonable steps to delete or correct inaccurate personal data without delay.
- > We will keep personal data in a form which permits identification of data subjects for no longer than is necessary.

We will take appropriate technical and organisational measures to ensure the security of personal data and protect against unauthorised or unlawful processing and against accidental loss, destruction or damage.

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# Safeguarding Policy

## Child Protection & Safeguarding Vulnerable Adults Policy



<b>Author:</b>	<b>Assistant Principal 16-19 Study Programmes</b>	<b>Approved Date:</b>	<b>14 October 2020</b>
<b>Approved by:</b>	<b>Board of the Corporation</b>	<b>Review Date:</b>	<b>September 2021</b>

### 1. Purpose

The purpose of this policy is to provide all staff, volunteers, partners and other stakeholders (incl. contractors) with a clear understanding of the issues around child protection and safeguarding vulnerable adults and to explain the Group's processes and procedures if an allegation is made.

The Group is committed to creating a culture of vigilance where students' welfare is promoted and where timely and appropriate safeguarding action is taken for students who need extra help or who may be suffering or likely to suffer harm.

### 2. Scope

This policy deals with the protection of children and vulnerable adults and is supported by the Staff Behaviour Code of Conduct, which sets out required standards and expectations. **Children are young people (up to the age of 18) including customers, contractors, employees, students and visitors** and will include those on school links courses although for these students the relevant school policy will take precedence.

In respect of children, the policy is informed by the statutory guidance outlined in the Department for Education publication, 'Keeping Children Safe in Education' (September 2020) and the statutory guidance 'Working Together to Safeguard Children'. Safeguarding and promoting children and young people's welfare is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health and development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

For adults the key reference points are the **2015 document 'No Secrets' (Adult Protection)** which provides a definition of abuse of adults, the Equality Act 2010, and Protection of Freedoms Act 2012. Vulnerable adults are defined as students on foundation learning programmes and any other adult learners identified as being vulnerable through social, medical or mental health conditions impacting on their learning. A more detailed definition of vulnerable adults is available at Appendix C of this policy.

The policy is also informed by the following legal/statutory regulations:

- Revised Prevent duty guidance: for England and Wales: on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015
- Children and Social Work Act 2017
- GDPR 2018
- Data Protection Act 2018
- Modern Slavery Act 2015
- Safeguarding Children and Young People from Knife Crime (Ofsted) 2019

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The Group has a separate Fitness to Study Procedure that is designed to support students whose medical condition means that they may have difficulty completing their programme of study but contains within the guidelines of the procedure, the option to terminate a student's learning contract.

### 3. Legislative Requirements

The Group has a statutory and moral duty to ensure that the Group functions with a view to protecting, safeguarding and promoting the welfare of students receiving education and training at the Group. The Group's statutory responsibilities include the requirement to have due regard to the need to prevent people from being drawn into terrorism (Prevent Duty).

The Group recognises that for students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

The Group will therefore:

- Establish and maintain an ethos where students feel secure, are encouraged to talk, and are listened to.
- Ensure the students know that there are adults in the Group who they can approach if they are worried or are in difficulty. Curriculum and pastoral staff will ensure that students are aware of their role in this area.
- Include within the curriculum discussions which will help students develop realistic attitudes to the responsibilities of adult life.
- Ensure that wherever possible every effort will be made to establish effective working relationships both with parents/carers and with colleagues from other relevant agencies.
- Follow safer recruitment practices when hiring staff, which includes a check of the List of those Barred from Working with children and vulnerable adults.

### 4. Role and Responsibilities

#### 4.1 The Trafford College Group Governing Body

The governing body is committed to ensuring that the Group:

- Provides a safe environment for students to learn in.
- Identifies students who are suffering, or likely to suffer, significant harm.
- Takes appropriate action to see that such students are kept safe, both at home and within college.

In pursuit of these aims, the governing body will approve and review policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of students and the promotion of a safe environment within college.
- Aiding the identification of students at risk of significant harm and providing procedures for reporting concerns.
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff.
- Ensuring the Group understands its responsibilities under the Prevent Duty and that staff implement the Duty effectively.
- Setting the Prevent Duty strategy within the context of the safeguarding policy.

In developing the policies and procedures, the governing body will consult with, and take account of, guidance issued by the Department for Education, Home Office and other relevant bodies and groups. The Group's procedures have been developed in cooperation with the Local Safeguarding Children's Boards (LSCB).

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The Group will refer concerns where students might be at risk of significant harm to the relevant multi-agency team at Trafford, Stockport or other local authority as appropriate.

Referrals in relation to concerns about individuals being at risk of radicalisation/extremism are made to Channel or the relevant local authority multi-agency team. Channel is a multi-agency that provides support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The governing body will receive an annual report from senior officers which reviews how the duties have been discharged.

## **4.2 Designated Governor**

The designated member of the governing body with responsibility for child protection and safeguarding issues (including Prevent) is Sue Derbyshire. The designated governor is responsible for liaising with the Principal and Senior Staff Member with Lead Responsibility over safeguarding matters, including:

- Ensuring that the Group has procedures and policies which are consistent with Local Safeguarding Children's Board procedures.
- Ensuring that the governing body considers and reviews the Group policy on safeguarding each year.
- Ensuring that each year the governing body is informed of how the Group and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.
- Ensuring that adequate policies, procedures and training are in place in relation to the Prevent duty.
- Ensuring the Group assesses the risk of radicalisation and develops an action plan to minimise the risk.

The designated governor may also be a key link in the liaison between agencies such as the police and social care in connection with allegations against the Principal or the Senior Staff Member with Lead Responsibility. This will not involve undertaking any form of investigation but will ensure good communication between the parties and the provision of information to assist enquiries.

## **4.3 Senior Staff Member with Lead Responsibility for Safeguarding Issues – Assistant Principal 16-19 Study Programmes**

The designated senior member of staff with lead responsibility for safeguarding issues is Emma Goodlet, Assistant Principal 16-19 Study Programmes.

The designated senior member of staff will have a key duty to take lead responsibility for raising awareness with the staff of issues relating to the welfare of students, and the promotion of a safe environment for students within the Group.

The designated senior member of staff is responsible for:

- Developing and reviewing the Child Protection and Safeguarding Vulnerable Adults policy.
- Undertaking the lead responsibility for raising awareness with governors and staff in relation to Child Protection/ Safeguarding and the Prevent duty, providing advice and managing the completion of the Prevent risk assessment and action plan.
- Overseeing the referral of cases of suspected abuse to the relevant agencies.
- Ensuring appropriate referral records are maintained.
- Ensuring an effective relationship with appropriate agencies is developed and maintained and liaising with the LADO and LSCB and other appropriate agencies to share information as required.
- Ensuring that governors and staff receive appropriate training in child protection/safeguarding and Prevent duties and are aware of the child protection procedures.

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## **4.4 Assistant Principal 16-19 Study Programmes**

The Assistant Principal 16-19 Study Programmes is responsible for:

- The referral point for local schools and Connexions for whom appropriate arrangements need to be in place on transition or for raising concerns.
- Developing appropriate student support policies, procedures and processes which support child protection/ safeguarding and responsibilities associated with the Prevent duty.
- Produce a termly report to governors on safeguarding including how the Group is meeting its responsibilities

## **4.5 Programme Leaders for Learner Services**

The Programme Leaders for Learner Services are responsible for:

- Acting as the lead operational safeguarding/ prevent designated officer in the case of the PL Altrincham (for Trafford), the PL Stockport.
- Ensuring all staff employed within the department undertake their duties in accordance with child protection/safeguarding and Prevent statutory requirements.
- Providing advice and support to staff and students.
- Updating the Safeguarding Operational Group and Safeguarding Committee on case referrals and child protection/ safeguarding and Prevent duty activities.
- Maintaining a record of any child protection referral, complaint or concern (even where that concern does not lead to a referral).
- Raising awareness with staff of issues relating to the welfare of students and the promotion of a safe environment for students who are learning within the Group or in the community.
- Provide mandatory safeguarding training to staff and partners

## **4.6 Heads of Studies**

The Heads of Studies are responsible for:

- Ensuring that parents and carers of children, young people and adults at risk within the College are aware of the Group's Child Protection and Safeguarding Vulnerable Adults policy.
- Liaising with employers and training organisations that receive children, young people or adults at risk from the Group on placements to ensure that appropriate safeguards are put in place.
- Ensuring that their staff undertake training and adhere to the child protection/ safeguarding procedures.
- Ensuring that no member of staff, worker or volunteer undertakes work without appropriate DBS/ risk assessment clearance.
- Ensure that appropriate sessions promoting child protection/ safeguarding and Prevent guidance are delivered within the curriculum

## **4.7 Head of Human Resources**

The Head of Human Resources is responsible for:

- Ensuring effective safe recruitment and induction practices including ensuring that appropriate DBS/ risk assessments are undertaken.
- Ensuring the Central Register is maintained.
- Ensuring appropriate arrangements are undertaken and recorded for the engagement of other workers and volunteers with responsibilities for the College's C/VA.
- Managing the delivery of appropriate child protection/ safeguarding and Prevent duty training and the maintaining of appropriate training records.

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## 4.8 i) Designated Safeguarding/Prevent Officers

Site/Area	Staff Member	Staff Member
Altrincham	Emma Goodlet Margaret James Helen Redman Beth Robinson Joan Scott Julie Wilson Helen Wood	(Assistant Principal 16 -19 Study Programmes) (Programme Leader Learner Services - Altrincham) (Head of Inclusion) (Senior Work Placement Coordinator) (Assistant Principal Apprenticeships & Adult Skills) (Student Counsellor – Student Support) (Assistant Principal Altrincham)
Stretford	Emma Goodlet Margaret James Shaun Deakin Alex Fau-Goodwin Helen Redman Beth Robinson Joan Scott	(Assistant Principal 16 -19 Study Programmes) (Programme Leader Learner Services - Altrincham) (Programme Leader Learner Services – Stretford) (Assistant Principal Stretford & Stockport) (Head of Inclusion) (Senior Work Placement Coordinator) (Assistant Principal Apprenticeships & Adult Skills)
Stockport	Emma Goodlet Amy Singh Gareth Burrow Helen Redman Beth Robinson Gary Spicer Julie Wilson	(Assistant Principal 16 -19 Study Programmes) (Programme Leader Learner Services - Stockport) (Head of Studies Employability & Skills) (Head of Inclusion) (Senior Work Placement Coordinator) (Head of University Centre) (Student Counsellor – Student Support)
Apprenticeships	Joan Scott Margaret Carlile Alan Fearon	(Assistant Principal Apprenticeships & Adult Skills) (ABDM Early Years & Education) (ABDM Engineering Science & Technology)
Work Experience Placements	Beth Robinson	(Senior Work Placement Coordinator)
16-19 Subcontracting/ Partnerships	Emma Goodlet	(Assistant Principal 16 -19 Study Programmes)
Adult Education (incl. Community Learning and Partnerships)	Joan Scott Gareth Burrow	(Assistant Principal Apprenticeships & Adult Skills) (Head of Studies Employability & Skills)
Higher Education	Gary Spicer	(Head of University Centre)

## ii) Designated staff members:

- Will report to the senior member of staff with lead responsibility.
- Will know how to make an appropriate referral.
- Will be available to provide advice and support to other staff on issues relating to child protection and protection of adults at risk.
- Will have particular responsibility to be available to listen to students studying at the Group or community courses.
- Will deal with individual cases, including attending case conferences and review meetings as appropriate.
- Will be trained to an appropriate level (Level 4 Safeguarding) and undertake mandatory updating as required

Written records are made in appropriate and timely way and are held securely. These records are shared appropriately and where necessary with consent.

A designated member of staff for safeguarding/prevent will be available at all times.

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## **4.9 Employees, Workers and Volunteers**

All employees, workers and volunteers are required to:

- Be clear on the child protection and safeguarding procedures.
- Know what to do if they have a concern and that this information is shared immediately.
- Give the highest priority to the safety and welfare of students
- Recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- Undertake the required mandatory safeguarding training and attend updates as directed
- Ensure they understand the mandatory duty to report cases of female genital mutilation.
- Ensure they are aware of the requirements detailed in "Keeping Children Safe in Education (September 2020) Part One: Safeguarding Information for all Staff".

## **4.10 Safeguarding Arrangements for Subcontracted and School Links Provision**

The Group has sub-contracted / partnership provision for 16-18 learners and vulnerable adults with the following providers:

- Interactive Ltd
- Carrington Riding School.
- Flixton Girls High School
- Debut Arts
- Academy 92
- Pure Innovations

These organisations have their own safeguarding policies but within these they must make reference to The Trafford College Group's practices and a requirement to pass details of any referrals to one of the Group's designated officers.

All staff delivering courses at a subcontractor / partner must attend the Group's own safeguarding training. The exception to this is Flixton Girls High School where the Group agrees they deliver their own safeguarding training.

## **4.11 Safeguarding Arrangements for Apprenticeship Provision and Work Experience**

For students undertaking apprenticeships and work experience placements the same safeguarding requirements apply. Where a safeguarding concern arises in the workplace notification must be given to a Designated Safeguarding Officer.

## **4.12 Responsibility for College Students who are 'Looked after Children'**

Any child who is subject to a care order or who is accommodated by the local authority is classed as a 'Looked after Child.' All looked after children should have a Personal Education Plan and the College seeks to support the implementation of these plans through pre-entry advice and guidance, support during the application and enrolment process, on course support and through monitoring and evaluation. The monitoring of Looked after Children is the responsibility of the Programme Leaders – Learner Services at each of the 3 main sites.

## **4.13 Safeguarding Arrangements for Host Families**

Where any student has an arrangement in place to stay with a host family (i.e. whilst studying with a partner organisation) it is a requirement that all adults over 18 within the host property have an enhanced DBS. These details must be notified to HR who will retain appropriate DBS records for these families.

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## 5. Training

### 5.1 Governors and Lead Governor

All Governors are required to undertake mandatory safeguarding training delivered by the Safeguarding Leads. All Governors also undertake an annual refresher training in safeguarding. The Governor with special responsibility for safeguarding will undertake appropriate additional training.

### 5.2 Designated Senior Lead Officer for Safeguarding Issues

The designated senior member of staff has received training in child protection issues and inter-agency working, as required by the Local Safeguarding Children Board (LSCB), and will receive refresher training as least annually with safeguarding training every two years. In addition, they will keep up to date with developments in safeguarding issues.

### 5.3 Designated Safeguarding/Prevent Officers

The Designated Safeguarding/Prevent Officers have received training in child protection and safeguarding issues and inter-agency working and will receive refresher training as required and at least every two years.

### 5.4 Human Resources Officers

Employees within the Human Resources Team will undertake Safer Recruitment training, which will be updated normally on a three year basis. Each interview panel should have a trained HR member of staff, else an alternative trained member of staff in their absence.

### 5.5 All Employees

All staff are provided with key details of lead officers for safeguarding (including Prevent) on commencement to their post. All staff participate in an induction process which includes the provision of written statements of policies and procedures in relation to safeguarding. All staff within the Group including the Principal, the Leadership Team, and Business support staff are required to attend Safeguarding Training (including Prevent) to familiarise themselves with safeguarding issues, individual responsibilities, the Group's procedures and policies. All staff will receive regular updates on safeguarding at least annually.

This also includes the Student Code of Conduct which details the Group's expectations in respect of behaviour, and the procedure for monitoring attendance and punctuality.

All staff are required to read Keeping Children Safe in Education Part 1

## 6. Safe Recruitment and Selection

The Group is committed to safer practice in recruitment this means thinking about and including issues to do with safeguarding at every stage of the process and ensuring that people who work with students whether they are paid employees or volunteers, are safe to do so. Safe recruitment practices will be in accordance with the requirements detailed in "Keeping Children Safe in Education (September 2019), Part Three: Safer Recruitment".

During the recruitment and selection process the Group will take into account the latest<sup>1</sup> changes to the National Vetting and Barring Scheme as per the Protection of Freedoms Act 2012. To support safe recruitment and selection the following are in place:

- Advertisements make reference to the need for the successful applicant to undertake an Enhanced Disclosure Check including a check of the DBS Barred Lists via the Disclosure and Barring Service where the post holder undertakes regulated activity.
- Job descriptions make reference to the responsibility for safeguarding.
- Person specifications include specific reference to working with children or adults at risk.
- Comprehensive information from applicants is obtained and scrutinised.

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<sup>1</sup> September 2012

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- Independent professional and character references are used to assess an applicant's suitability to work with children and/or adults at risk.
- Face-to-face interviews are undertaken by suitably trained staff and used to explore a candidate's suitability to work with children and/or vulnerable adults at risk.
- Previous employment history and experience is checked.
- Qualifications are verified.
- A minimum of two references are obtained for shortlisted candidates prior to appointment; one will be the applicant's current or most recent employer; one will also be from the employer by whom the person was most recently employed to work with children. References will not be accepted from friends. References will cover the candidates last 5 years of employment.
- Proof of identity is requested such as a birth certificate, driving licence or passport combined with evidence of address. Some form of photographic identity will be seen except where for exceptional reasons none is available.
- All volunteers, governors and staff who work at the Group will undergo an Enhanced Disclosure check through the Disclosure and Barring Service.
- All posts which undertake regulated activity within the Group have been identified by the Human Resources Department in liaison with the director/manager of each department and are required to undergo an Enhanced Check through the Disclosure and Barring Service plus a check of the DBS Barred Lists for Children or/and Adults as required. (For further information on regulated activity refer to the Disclosure and Barring Service website).
- Where the DBS check identifies an issue or it is necessary for the person to commence without a DBS check, a risk assessment must be completed by the relevant department and HR. This will be signed off by the Vice Principal Curriculum or Vice Principal Corporate Services.
- The Disclosure and Barring Service identify a number of acceptable documents which are required to undergo the Disclosure check. The Group can process the check where the documents are from the Primary Trusted ID Credentials list. Where the documents are from the government state issued or financial social history, an external ID validation service will be used to check the applicant against records to establish their name and living history footprint.
- Where a volunteer is cleared to work within the Group, but does not work for up to a 3-month period, the Volunteer is required to undergo a further check.
- The Human Resources Department maintain a single central record of recruitment and vetting checks including section 128 prohibition checks relating to all staff, volunteers and agency staff.
- All successful applicants are required to demonstrate their eligibility to work in the UK by the provision of the relevant documentation for example: passport, birth certificate, work permit.

## 7. Online Safety

The Group has in place appropriate filters and monitoring systems to protect learners from harmful online materials. The arrangements for online safety are in accordance with "Keeping Children Safe in Education (September 2020), Annex C Online Safety".

In addition, the Student Code of Conduct highlights detail in respect of acceptable use of computers and access to on-line materials.

## 8. Dealing with a Disclosure of Abuse and Procedure for Reporting Concerns

### 8.1 The governing body recognises the following as definitions of abuse:

#### Domestic Abuse

The Government defines domestic abuse as 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. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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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 their means needed for independence, resistance and escape and regulating their everyday behaviour.

The Trafford College Group is part of Trafford's Operation Encompass and when police attend a student's home to deal with an incident of domestic violence, the Group will be informed in order for them to be able to provide support to the student on their return to college.

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 includes so called 'honour' based violence, female genital mutilation and forced marriage, and is clear that victims are not confined to one gender or ethnic group".

## **Physical Abuse**

Physical abuse causes harm to a C/YP and Adults at Risk. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating or otherwise causing physical harm to a C/VA. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a child or vulnerable adult whom they are looking after.

## **Neglect**

Neglect is the persistent or severe failure to meet basic physical and/or psychological needs, likely to result in serious impairment of their health or development. It may involve a failure to provide adequate food, clothing or shelter, failing to keep them safe from harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to their basic emotional needs.

## **Sexual Abuse**

Sexual abuse involves children and vulnerable adults being forced or enticed into participating in or watching sexual activity, not necessarily involving a high level of violence. It is not necessary for them to be aware that the activity is sexual and their apparent consent is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts. They may involve non-contact activities such as involving them in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

## **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

## **Forced Marriage**

Forced marriage is an abuse of human rights, an abuse of the rights of the child and is a form of domestic abuse. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses do not or, in the case of some adults with support needs, cannot consent to the marriage and duress is involved. The Forced Marriage (Civil Protection) Act was enacted in 2007 and came into force on 25 November 2008. The Act forms part of the Family Law Act 1996 and makes provision for protecting children, young people and adults from being forced into marriage without their free and full consent. Victims may only have one chance to speak out (the one chance rule) and thus professionals need to raise the matter immediately with a safeguarding officer if they come across a forced marriage case.<sup>2</sup>

<sup>2</sup> The Right to Choose Multi-Agency Statutory Guidance for Dealing with forced Marriage.

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## **Female Genital Mutilation**

Female genital mutilation (FGM) will usually be performed during childhood but there have been reports of young girls or young women undergoing FGM just before a forced marriage. FGM is illegal in the UK and it is also a criminal offence to take someone overseas for the purposes of FGM.

## **Emotional Abuse**

Emotional abuse occurs where there is persistent emotional ill treatment or rejection, such as to cause severe and adverse effects on behaviour and emotional development, resulting in low self-worth. It may involve conveying to them that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on the child, young person or vulnerable adult. It may involve causing them frequently to feel frightened or in danger, or their exploitation or corruption. Some level of emotional abuse is present in all forms of abuse.

Additionally, the governing body notes and draws to the attention of the college staff the criminal offences that may be committed in connection with the safeguarding of children and adults at risk, in particular those involving abuse of trust which prohibits staff from engaging in or encouraging sexual activity with students who are under the age of 18 or vulnerable.

## **8.2 The Corporation also recognises that safeguarding action may also be needed to protect students from the following:**

- Racist, disability and homophobic or transphobic abuse.
- Gender-based violence/violence against women and girls.
- The impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography.
- Teenage relationship abuse.
- Substance misuse.
- Gang activity and youth violence.

## **8.3 Safeguarding concerns may also arise in the following circumstances:**

### **Bullying**

Bullying is persistent behaviour directed against an individual, which is intimidating, offensive or malicious and undermines the confidence and self-esteem of the recipient which may cause him or her to suffer stress. Bullying can take place by direct personal contact, or through digital communication such as mobile phones, social networking sites, email or gaming consoles.

Legitimate, constructive and fair criticism of someone's performance or behaviour in an educational environment is not regarded as bullying.

### **Self-Harm**

Self-harm is defined as self-poisoning or injury, irrespective of the apparent purpose of the act. Self-harm is an expression of personal distress, not an illness, and there are many varied reasons for a person to harm him or herself<sup>3</sup>. Most cases of self-harm do not result in suicide; however, self-harm is known to be a risk factor in suicidal behaviour.

### **Suicide**

Suicide is the intentional and deliberate act of taking one's own life; youth suicide is a major global public health issue. While suicide rates are higher among 20-24 year olds, suicidal behaviour that may precede suicide is established in the earlier years. Suicide consistently ranks as one of the leading causes of death for adolescents between 15 and 19 years of age<sup>4</sup>. Research suggests that certain situations put children and young people at more risk of suicide, including suffering loss or bereavement, relationship issues, experiencing bullying and/or racism, living in isolated areas and living in unhappy circumstances<sup>5</sup>.

<sup>3</sup> National Institute for Health and Clinical Excellence – Self Harm Pathway 2004

<sup>4</sup> National Institute for Health and Clinical Excellence – Youth Suicide Prevention 2007

<sup>5</sup> NSPCC 2008

## **Eating Disorders**

Eating Disorders include; anorexia nervosa, bulimia nervosa, or other related (or 'atypical') eating disorders (mainly binge eating disorder). In general, eating disorders develop over time, sometimes over years, and often at a point when life brings fear and insecurity<sup>6</sup>.

## **Radicalisation/ Extremism**

Students may be coerced into becoming involved with terrorist groups and gangs and be at risk of radicalisation including the vocal or active opposition to fundamental British values such as democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

The Group recognises that safeguarding is not just about protecting children, learners' and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's and learners' health and safety and well-being, including their mental health.
- Meeting the needs of children who have special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children and learners with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context.

## **Peer on Peer Abuse**

This includes all types of bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, hair pulling or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals; CSE; gang activity and youth violence.

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse.

Sexual violence and sexual harassment can occur between two children of any sex. They can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children.

## **Child Criminal Exploitation (CCE)**

Children who are trafficked, exploited or coerced into committing crimes are victims in need of safeguarding and support.

Known as "county lines", gangs use children as young as 12 to traffic drugs, using dedicated mobile phones or "lines".

## **Serious Violence**

All staff should be aware of the indicators, which may signal that students are at risk from, or are involved with serious violent crime. These may include increased absence from college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that students have been approached by, or are involved with, individuals associated with criminal networks or gangs.

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<sup>6</sup> National Institute for Health and Clinical Excellence Guidance 2004

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## Further Information

Further details on specific forms of abuse and safeguarding issues are outlined in Annex A of Keeping Children Safe in Education Part 1 (September 2020).

This detail includes:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges (incl. 'up skirting').

## 9. Procedures for Dealing with a Disclosure of Abuse

The welfare of the individual is paramount. Do remember that they have chosen you, the place and the time at which to tell you. The following principles must therefore be followed:

- If a student tells you that abuse is taking place, acknowledged this, take it seriously and listen to the student. It is important not to ask too many or leading questions, but if you do, ask open questions.
- Write down the details in the student's own words including dates.
- Try to reassure the student.
- Explain to the student that you may have a legal obligation to pass this information on, to protect both them and possibly other members of the family and public.
- Get help and pass on the details and your record to the relevant Safeguarding Officer who will treat the information with the utmost confidence – the "need to know" principle will be employed. It is their responsibility to decide what further action should take place.
- Keep the student informed of what you have done and what will happen next.
- Get help for yourself if you feel upset by any disclosure.

Remember that in any group or class there may be a victim of abuse so sensitivity at all times is important.

Do Not:

- Make promises you cannot keep.
- Promise confidentiality.
- Take the matter further yourself (ensure that you know your boundaries).
- Contact the student's parents.
- Contact any other agencies.

In terms of C/VA with SEN and disabilities, do not assume that changes to behaviour, demeanour or signs of distress are due to their SEN or disability. These could be signs of abuse and you should consider these changes as cause for concern.

The designated safeguarding officer will establish the main area of concern and contact as appropriate:

- Relevant local authority multi agency team
- The Students current case/support worker.
- The Student's GP.
- The Accident and Emergency dept. of the nearest local hospital and the police as appropriate.
- Channel.

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The safeguarding officer will note all actions undertaken, including any information shared and the record should be forwarded to the Personal Assistant to the Assistant Principal 16-19 Study programmes

This procedure must not delay the protection of the student. The designated safeguarding officer, if there is a serious disclosure, should notify First Response on 0161 912 5125 (Trafford) / MASHH on 0161 217 6028 (Stockport). If the student does not live in Trafford or Stockport, the safeguarding officer notify the relevant Child Protection Team/Vulnerable Adult Protection Team:

Manchester	Salford	Warrington
0161 255 8250	0161 794 4711	01925457012

Or NSPCC helpline 0808 800 5000

Trafford Adult Protection Line (normal working hours) 0161 912 5135.

In cases of suspected/alleged bullying by a peer the Group's Bullying Procedure must be followed. In cases of suspected/alleged peer on peer abuse the above arrangements will apply.

## Out of Hours Procedures

A designated safeguarding officer will be accessible during the Group's opening times. Outside of these hours, contact Emergency Duty Team Control Room. Ask for Duty Social Worker (works from home and will take time to contact you back). Trafford 0161 912 2020. Stockport 0161 718 2118

Manchester - the standard Manchester number of 0161 255 8250 is a 24 hour helpline. Staff will deal with all enquires.

Salford outside the normal working hours of 8:30am – 4:30pm, contact Emergency Duty and Investigation team on 0161 603-5400.

Warrington outside the normal working hours of 8:30am – 4:30pm, contact Emergency Duty and Investigation team on 01925 457012.

## 10. Retention of Records - Relating to Allegations of Abuse

All records relating to allegations and safeguarding issues will be retained for a period of at least 10 years on the safeguarding platform CPOMs. This information can only be accessed by the relevant Safeguarding Officer via either the Programme Leader Learner Services (Altrincham) or Programme Leader Learners Services (Stockport) or the Senior Safeguarding Lead Assistant Principal 16-19 Study Programmes. For allegations relating to abuse against an employee, a reference note to this must also be kept on the personnel file held by the Human Resources Department for an equivalent period.

## 11. Reporting and Dealing with Allegations of Abuse against Members of Staff

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word "staff" is used for ease of description.

The Group recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

Although it is rare for staff in educational institutions to be found responsible for the abuse of a student, due to their continued contact with students, staff may have allegations of abuse made against them.

The Group is committed to ensuring the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career.

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When dealing with such allegations, the Group will do so with sensitivity, will act in a careful and measured way and will act in accordance with "Keeping Children Safe in Education (September 2020) Part Four: Allegations of Abuse Made Against Teachers and Other Staff".

## **12. Receiving an Allegation Against a Member of Staff**

A member of staff who receives an allegation about another member of staff should follow the guidelines in Appendix B for dealing with an allegation.

The allegation should be reported immediately to the Principal unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Designated Senior Staff Member for Safeguarding or the Designated Governor. The Principal (or designated person if the allegation is against the Principal) should:

- Obtain written details of the allegation from the person who received it, that are signed and dated. (The written details should be countersigned and dated by the Principal or designated person).
- Record information about times, dates, locations and names of potential witnesses.

Parents / Carers must be made aware of their duty of confidentiality about allegations against staff whilst investigations are ongoing, in particular the role of social media in potentially breaching this legal requirement.

## **13. Initial Assessment by the Principal (or Designated Person)**

The Principal (or designated person) should make an initial assessment of the allegation, consulting with the Senior Designated Staff Member with responsibility for safeguarding and the Designated Governor.

Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the Local Authority Designated Officer (LADO).

Allegations of harm or inappropriate behaviour made against staff, either paid or unpaid are serious and the LADO must be advised; the LADO is a professional independent person who has been appointed by the Local Safeguarding Board.

The LADO's role includes:

- The management and oversight of individual cases.
- Providing advice and guidance to employers and voluntary organisations.
- Liaising with the police and other agencies.
- Monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

The LADO has the ability to access other records.

It is important that the Principal (or designated person) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation. Where the allegation is made against an agency worker the agency will be informed. Where the allegation is made against a third party or self-employed contractor the Group will take appropriate action.

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Potential outcomes are:

- The allegation can be shown to be false because the facts alleged could not possibly be true and no further action is taken.
- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the C/VA. The matter would be considered in accordance with the Group's Disciplinary Procedures.
- The allegation represents abuse which is gross misconduct by the employee. The matter would be considered in accordance with the Group's Disciplinary Procedures and could lead to a disciplinary investigation and can lead to dismissal.

**For further details of all actions relating to Reporting and Dealing with Allegations of Abuse against Members of Staff consult Appendix B.**

## **14. Use of Subcontractors**

In the case of any subcontracted provision, The Trafford College Group policies and procedures must be adhered to in the event of any safeguarding issues/occurrences. The Group will confirm through service level agreements and/or contracts that appropriate arrangements are in place to safeguard learners. The senior officer staff member with lead responsibility for safeguarding at the Group should be contacted as soon as possible following an incident and the Group's records will be updated.

## **15. Informing the Disclosure and Barring Service**

Where the Group has dismissed or removed an employee / worker from working in regulated activity, following harm to a child or an adult at risk or where the Group has concerns that a person has caused harm, or poses a future risk of harm to adults at risk or children, a referral will be made to the Disclosure and Barring Service.

## **16. GDPR/ Data Protection**

To enable The Trafford College Group to comply with its statutory obligations under GDPR it is necessary for us to collect, store and process sensitive personal data. The Group is committed to full compliance with the applicable data protection legislation. This policy should be read in conjunction with the Group's Data Protection Policy and Information Security Policy. These policies provide more detailed guidance on the correct handling of personal data including sensitive personal data. In the collection, storage and processing of personal data for equality and diversity monitoring purposes we will comply with the following principles:

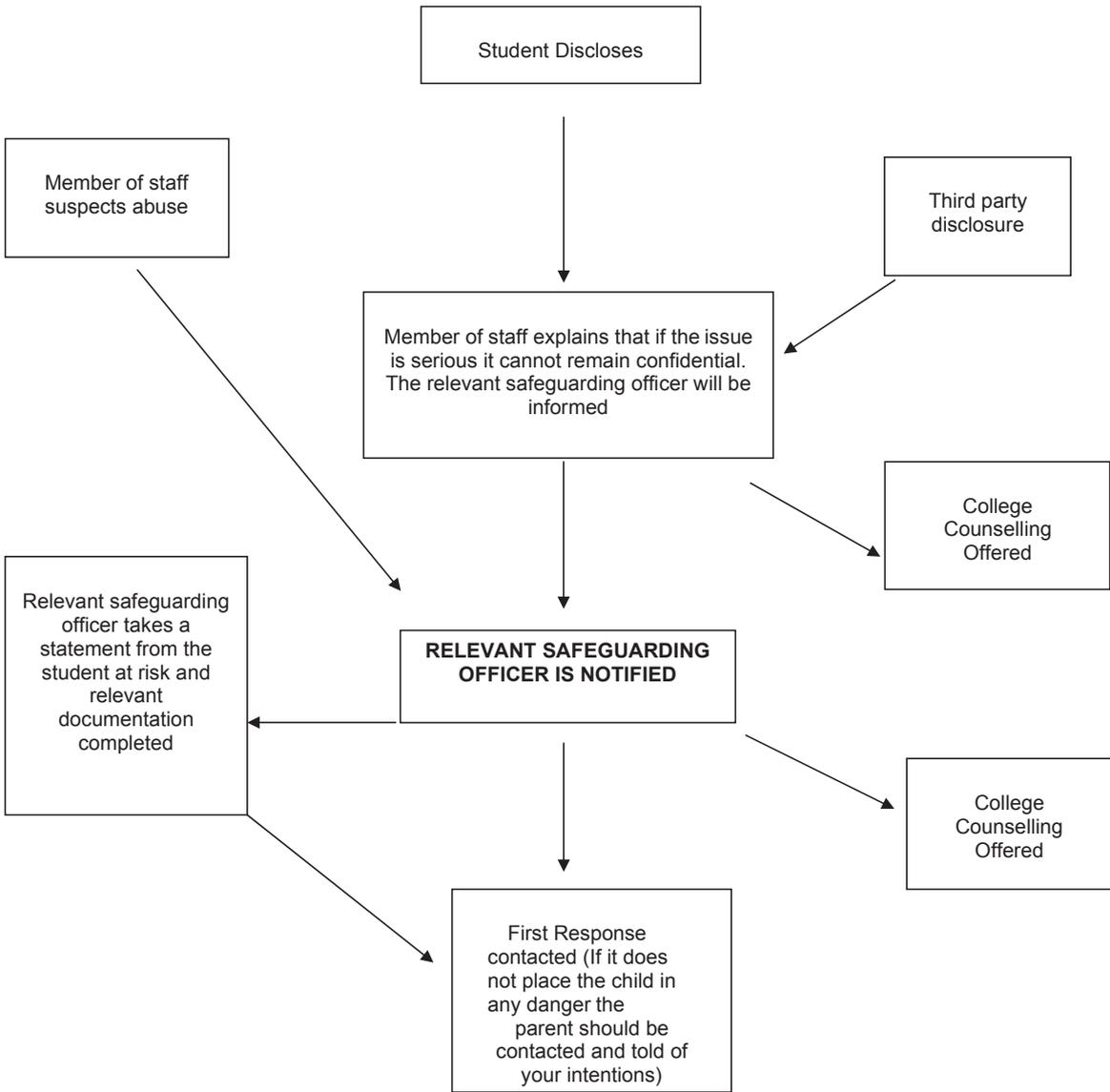
- We will process personal data lawfully, fairly and in a transparent manner.
- We will collect personal data for specified, explicit and legitimate purposes only, and will not process it in a way that is incompatible with those legitimate purposes.
- We will keep accurate and up to date personal data, and take reasonable steps to delete or correct inaccurate personal data without delay.
- We will keep personal data in a form which permits identification of data subjects for no longer than is necessary.

We will take appropriate technical and organisational measures to ensure the security of personal data and protect against unauthorised or unlawful processing and against accidental loss, destruction or damage.

# Safeguarding Policy

## THE TRAFFORD COLLEGE GROUP

### Dealing with a Disclosure of Abuse in Respect of a Child or Vulnerable Adult



## Appendix B

### **Guidelines for Reporting and Dealing with Allegations of Abuse against Members of Staff**

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word "staff" is used for ease of description. Where the allegation is made against an agency worker the agency will be informed. Where the allegation is made against a third party or self-employed contractor the Group will take appropriate action. The actions taken will be in accordance with "Keeping Children Safe in Education (September 2019), Part Four: Allegations of Abuse Made Against Teachers and Other Staff".

#### **1. Introduction**

The Group recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

Staff in educational institutions found responsible for the abuse of a student are rare and because of their frequent contact with this cohort, staff may have allegations of abuse made against them.

The Group recognises that in 'Keeping Children Safe in Education' and also in 'No Secrets' the welfare of students is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the Group will do so with sensitivity and will act in a careful, measured way.

#### **2. Receiving an Allegation against a member of staff**

A member of staff who receives an allegation about another member of staff should follow the guidelines in Section 11 and 12 for dealing with an allegation.

The allegation should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Designated Senior Lead Officer for Safeguarding or the Designated Governor. The Principal (or designated person if the allegation is against the Principal) should:

Obtain written details of the allegation from the person who received it, that are signed and dated. (The written details should be countersigned and dated by the Principal or designated person).  
Record information about times, dates, locations and names of potential witnesses.

#### **3. Initial Assessment by the Principal (or designated person)**

The Principal (or designated person) should make an initial assessment of the allegation, consulting with the Senior Designated Staff Member with the responsibility for safeguarding and the Designated Governor.

Allegations of harm or inappropriate behaviour made against staff, either paid or unpaid, are serious and the Local Authority Designated Officer (LADO) must be advised; the LADO is a professional independent person of the College who has been appointed by the Local Safeguarding Board.

The LADO must be alerted immediately of all cases where it is alleged that a person who works with children has behaved in a way that may (including where the Group believes the allegation is unfounded or malicious):

- Have harmed or may harm a child.
- Possibly have committed an offence against children.
- Behaved towards a child or children in a way that indicates they may pose a risk or harm to children.

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The LADO's role includes:

- The management and oversight of individual cases.
- Providing advice and guidance to employers and voluntary organisations.
- Liaising with the police and other agencies.
- Monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

The LADO has the ability to access other records.

It is important that the Principal (or designated person) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation. Where the allegation is made against an agency worker the agency will be informed. Where the allegation is made against a third party or self-employed contractor the Group will take appropriate action.

Potential outcomes are:

- The allegation can be shown to be false because the facts alleged could not possibly be true and no further action is taken.
- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the student. The matter would be considered in accordance with the Group's Disciplinary Procedures.
- The allegation represents abuse which is gross misconduct by the employee. The matter would be considered in accordance with the Group's Disciplinary Procedures and could lead to a disciplinary investigation and potentially dismissal.

#### 4. Enquiries and Investigations

Child protection and safeguarding enquiries made by Children's or Adults' Social Care are not to be confused with internal, disciplinary enquiries by the Group. The Group may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct the College to act in a particular way; however, the Group would assist the agencies with their enquiries.

The Group shall hold in abeyance its own internal enquiries while the formal police or Children's or Adults' Social Care proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the police, the Principal (or designated senior lead officer) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or designated senior lead officer) is responsible for ensuring that the College gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Principal (or designated senior lead officer) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

The Principal (or designated senior lead officer) will consult with the police, particularly in relation to timing and content of the information to be provided, and shall:

- Inform the child/children or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- Ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve.
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- Inform the Chair of Governors (and/or the designated governor) of the allegation and the investigation.
- The Principal (or designated person) shall keep a written record of the action taken in connection with the allegation.

# Safeguarding Policy

Parents / Carers must be made aware of their duty of confidentiality about allegations against staff whilst investigations are ongoing, in particular the role of social media in potentially breaching this legal requirement.

## 5. Suspension of Staff

Suspension should not be automatic; suspension can only be carried out by the Principal or staff with designated responsibilities as detailed in the Staff Disciplinary procedure. In respect of the Principal or other members of the Leadership Team, suspension can only be carried out by the Chair of Governors (or in his/her absence, the deputy chair).

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:

- Where students are at risk.
- Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
- Where necessary for the good and efficient conduct of the investigation.
- Where the member of staff is in custody or on police bail for an extended criminal investigation.

For further guidance in relation to suspension refer to the Group's Staff Disciplinary Procedure.

In the event of suspension related to child protection/safeguarding:

- The Chair of Governors should be informed of the suspension in writing.
- The Governing Body should receive a report that a member of staff has been suspended pending investigation, the detail given to the governing body should be minimal.
- Where the Principal has been suspended, the Chair or Vice Chair of Governors will need to take action to address the management of the Group.
- The parents/carers of the student making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension.
- Senior staff who need to know of the reason for the suspension should be informed.
- Depending on the nature of the allegation, the Principal should consider (with the nominated Governor) whether a statement to the students of the Group and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.

The Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The LADO and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

The suspension should remain under review in accordance with the Group's disciplinary procedures.

## 6. The Disciplinary Investigation

The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.

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The member of staff should be informed of:

- The disciplinary charge against him/her.
- His/her entitlement to be accompanied or represented by a trade union representative or work colleague.
- Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.
- Students making the allegation and/or their parents/carers should be informed of the outcome of the investigation and proceedings. This should occur prior to the return of the member of staff (if suspended).
- The Principal (or designated person) should give consideration to what information should be made available to the general population of the Group.

## 7. Allegations without Foundation

Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the local social care department or agency as determined by local arrangements in order that other agencies may act upon the information.

In consultation with the designated senior member of staff (and/or the designated Governor), the Principal shall:

- Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection/safeguarding action will be taken. Consideration should be given to offering counselling/support.
- Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- Where the allegation was made by a student other than the alleged victim, consideration to be given to informing the parents/carers of that student.
- Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

Malicious allegations will be expunged from the personal record of the accused member of staff and in all cases a 'clear and comprehensive' summary of the allegation be included in their file.

## 8. Employee Resignation

The requirement to report the case to the LADO will still apply if the member of staff resigns and in no circumstances will the Group enter into a settlement agreement with a member of staff facing an allegation of abuse.

## 9. Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. Where the allegation is found to be without foundation, a record of the allegation, investigation and outcome should be retained.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the Group's statutory duty to inform the Disclosure and Barring Service.

## 10. Monitoring Effectiveness

Where an allegation has been made against a member of staff, the nominated Governor, together with the senior staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the LSCB. Consideration should also be given to the training needs of staff.

## **11. Human Resource Responsibilities**

It is a statutory requirement to inform the Disclosure and Barring Service in the following circumstances:

- Where a dismissal occurs for misconduct relating to a child / vulnerable adult.
- Where a resignation occurs prior to disciplinary action is likely to have resulted in dismissal.
- Where compromise agreements have been brokered in order to avoid disciplinary action.
- Where a person is considered unsuitable to work with children / vulnerable adults, whether an employee, agency worker or volunteer.
- Where a medical condition raises a possibility of risk to the safety or welfare of a child / vulnerable adult

## Definition of a Vulnerable Adult

A vulnerable adult is a person who is aged 18 years or older and:

- is living in residential accommodation, such as a care home or a residential special school;
- is living in sheltered housing;
- is receiving domiciliary care in his or her own home;
- is receiving any form of health care;
- is detained in a prison, remand centre, young offender institution, secure training centre or attendance centre or under the powers of the Immigration and Asylum Act 1999;
- is in contact with probation services;
- is receiving a welfare service of a description to be prescribed in regulations;
- is receiving a service or participating in an activity which is specifically targeted at people with age-related needs, disabilities or prescribed physical or mental health conditions or expectant or nursing mothers living in residential care (age-related needs includes needs associated with frailty, illness, disability or mental capacity);
- is receiving direct payments from a local authority/HSS body in lieu of social care services; and
- requires assistance in the conduct of his or her own affairs.

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## Appendix D

### CHILD PROTECTION/ SAFEGUARDING RECORD CARD – CONFIDENTIAL

Student's Name:                      DoB:                      Age:

Address and postcode:

Parent/guardian/other (please specify): DoB:

Parent/guardian/other (please specify): DoB:

Names & ages of siblings and others in household:

Date of this meeting:

Narrative in student's own words (to include dates, times, venue, who etc. as appropriate) Do not ask leading questions:

Continue over.....

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Has the student told anyone else about this? If yes, who, when etc. What action did they take? What was the outcome?

Student signature:

Staff signature:

*This form must be uploaded to CPOMs for the attention of a Designated Safeguarding Officer*

# Safeguarding Policy (COVID-19)



## Trafford College Group Safeguarding of Children and Vulnerable Adults

### Remote Education Guidance (April 2020)

#### Background

This guidance has been produced in response to the Group's move to a remote education delivery model following the recent and on-going COVID-19 pandemic.

The guidance should be considered alongside the following four documents:

- Trafford College Group Safeguarding Children and Vulnerable Adults Policy (October 2019)
- Trafford College Group Staff Safeguarding Code of Conduct (Updated March 2020)
- Department for Education Keeping Children Safe in Education (Part 1 September 2019)
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (DfE March 2020)

The principles, responsibilities and requirements as set out in the TCG Safeguarding Children and Vulnerable Adults Policy still hold true for a remote educational model, and the specific circumstances of the current global pandemic. This guidance should be considered as an addendum to the existing policy as well as the TCG Staff Safeguarding Code of Conduct.

This guidance will be updated as required following any further information from the Department for Education.

#### Liaison with the Local Authorities

The Group is working very closely with the local authorities to ensure that children of critical workers and vulnerable children can, where required, attend a site in either Stockport or Trafford. The Group will continue to support local authorities' crucial responsibilities in maintaining effective safeguarding and child protection arrangements, and will continuously update local authorities on students who are required to access a site during this period.

#### Students Accessing Campus

During this period, the vast majority of students will continue to work remotely. However, in line with government guidance, the Group will provide on-site education and support in Stockport (Stockport College Campus) and Trafford (Altrincham Campus) for vulnerable young people including those with Educational Health and Care Plans (EHCP) and those with assigned social workers. The Group will also provide this service to the children of key worker parents as required, and will continue to ascertain demand for this through the website communication link on COVID-19.

#### Keeping Children Safe in Education

Keeping children safe in education (KCSIE) is statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty and/or funding agreement requirements.

Whilst acknowledging the pressure that colleges are currently under, it remains essential that as far as possible we continue to be safe places for young people and vulnerable adults. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding officers (DSOs) so they can continue to have appropriate regard to KCSIE and

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keep our students safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

The way the Group is currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of young people and vulnerable adults must always continue to come first
- if anyone has a safeguarding concern about any student they should continue to act and act immediately
- a DSO should be available
- it is essential that unsuitable people are not allowed to enter the workforce and/or gain access to students
- students should continue to be protected when they are online

The Group will, as far as is reasonably possible, continue to take a whole institution approach to safeguarding. This will allow us to be satisfied that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining our policy.

## **Policy, Roles & Responsibilities**

The TCG Safeguarding Children and Vulnerable Adults Policy (October 2019) continues to be the key point of reference for staff. In addition, for more information on specific safeguarding issues, staff should also continue to refer to the DfE Keeping Children Safe in Education (Part 1 September 2019). All safeguarding documents continue to be available on the Safeguarding Hub on My Day.

In terms of roles and responsibilities:

- The Group's strategic lead for Safeguarding is the Vice Principal Curriculum & Quality (James Scott)
- The Group's operational lead for Safeguarding is the Assistant Principal 16-19 (Emma Goodlet), supported by Margaret James (Trafford College) and Amy Singh (Stockport College)
- The Group's lead for vulnerable students accessing college sites during the COVID-19 shutdown is the Head of Inclusion (Helen Redman)
- The above five members of staff form the Core Safeguarding Team during this period
- The additional DSOs continue to be in place for Apprentices (Jane Keys), Higher Education (Mark Harris), Adult Education (Joan Scott) and Work Placements (Beth Robinson)
- James Scott continues to take the lead for any safeguarding arrangements or issues with subcontracted provision

Contact details for all DSOs are available on the Safeguarding Hub on My Day.

During the COVID-19 period, Margaret James and Amy Singh will continue to be the key points of contact with the relevant local authorities, agencies and assigned social workers.

The DSOs will also maintain links and signposting to relevant external agencies that are still operating during this period.

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## Reporting

The current arrangements for reporting a safeguarding concern remain in place as outlined in the policy. This includes completion of the safeguarding report form and sending in the first instance to either Amy Singh (Stockport) or Margaret James (Trafford). The report form can be accessed on the Safeguarding Hub on My Day.

Any concerns about staff or volunteers should also be reported in the same way as outlined in the current policy.

## Bullying

The current arrangements around off-site and remote learning still provides opportunities for students to engage in bullying and harassment, as well as peer on peer abuse. This could be through on-line platforms or social media for example. Where staff are aware of an instance of bullying they should continue to follow current guidelines which include escalation immediately to the Head of Studies (or appropriate middle manager) and copy in the relevant safeguarding lead (Amy Singh for Stockport, Margaret James for Altrincham and Shaun Deakin for Stretford). The bullying procedure and record log can be found on the Safeguarding Tile on My Day. Further information on peer on peer abuse can be found in Keeping Children Safe in Education Part 1 – again on the Safeguarding Hub.

## Staff Training and Safer Recruitment

During this period, the Group will still require all new staff to undertake the Safeguarding Induction Training, and all existing staff to undertake Safeguarding Refresher Training if they are at the three-year point since their last update. Training will be provided remotely. The Group will also continue to fully comply with safer recruitment guidance.

## On-line Safety

It is now more important than ever that the Group provides a safe environment, including online. The Group will continue to ensure that appropriate filters and monitoring systems are in place to protect students when they are online on the Group's IT systems or recommended resources.

The Group fully acknowledges the safety of their students when they are asked to work online. The starting point for online teaching applies the same principles as set out in the Group's Behaviour Policy and Staff Safeguarding Code of Conduct.

The Group will apply the following principles to support on-line safety:

- Ensuring that staff only use appropriate and Group sanctioned e-learning platforms to provide remote education, including adequate privacy settings
- Ensuring staff do not use personal accounts on e-learning platforms, personal email addresses, or personal social media accounts
- Ensuring that as far as possible, staff do not use personal phone numbers to contact students, and if required to do so then ensure use of blocking numbers (141)
- Ensuring that staff only contact students in normal college working hours
- Ensuring that if staff provide recorded or live-streaming lessons, they are filmed in a neutral area where nothing personal or inappropriate can be visible

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- Ensuring staff use teaching and learning opportunities to provide students with clear advice and guidance about how to stay safe on-line, including discussion of the benefits and risks of the on-line world
- Ensuring that staff are able to refer students to appropriate support if they have a concern or worry, including where necessary engaging the Pastoral Support Mentors (PSMs)
- Ensuring that staff report any safeguarding concern or bullying instances through the reporting mechanisms outlined above in this guidance document
- Ensuring that staff encourage students to take regular breaks from on-line activity to support mental health and wellbeing

Further guidance can be found in the document *Teaching and Learning Effectively Online* by Agile CLS, which the Group recommends as a good practice guide for on-line education safety. A copy of this document will also be available on the Safeguarding Hub on My Day.

## **Student Mental Health and Wellbeing**

The Group will continue to prioritise support for student mental health and wellbeing throughout this period. Pastoral support will continue to be provided through the Pastoral Support Mentors (PSMs), and additional support where necessary will be provided through remote counselling services. PSMs will continue to work with identified students who are at risk due to pastoral and mental health related issues. Staff who are concerned about the mental health of their students should contact their department PSM. PSMs will also provide links to external agencies providing remote support during this period.

# Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection

## Symptoms

The most important symptoms of coronavirus (COVID-19) are recent onset of any of the following:

- > a new continuous cough
- > a high temperature
- > a loss of, or change in, your normal sense of taste or smell (anosmia)

For most people, COVID-19 will be a mild illness. However, if you have any of the symptoms above, stay at home and arrange to have a test to see if you have COVID-19 – go to testing to arrange.

## Main messages

If you have symptoms of COVID-19 however mild, self-isolate for at least 10 days from when your symptoms started. You should arrange to have a test to see if you have COVID-19 – go to testing to arrange. Do not go to a GP surgery, pharmacy or hospital.

If you are not experiencing symptoms but have tested positive for COVID-19, you must self-isolate for at least 10 days, starting from the day the test was taken. If you develop symptoms during this isolation period, restart your 10-day isolation from the day you developed symptoms.

You could be fined if you do not stay at home and self-isolate following a positive test result for COVID-19 or if you are contacted by NHS Test and Trace and instructed to self-isolate.

After 10 days, if you still have a temperature you should continue to self-isolate and seek medical advice. You do not need to self-isolate after 10 days if you only have a cough or loss of sense of smell or taste, as these symptoms can last for several weeks after the infection has gone. See the ending isolation section below for more information.

If you live with others, all other household members must stay at home and not leave the house for 14 days. The 14-day period starts from the day when the first person in the household became ill or if they do not have symptoms, from the day their test was taken. If anyone else in the household starts displaying symptoms, they must stay at home for at least 10 days from when their symptoms appear, regardless of what day they are on in their original 14-day isolation period. The ending isolation section below has more information.

If you have symptoms, try and stay as far away from other members of your household as possible. It is especially important to stay away from anyone who is clinically vulnerable or clinically extremely vulnerable with whom you share a household.

Reduce the spread of infection in your home by washing your hands regularly for 20 seconds using soap and water, or use hand sanitiser, and cover coughs and sneezes.

Consider alerting people who you do not live with and have had close contact within the last 48 hours to let them know you have symptoms of COVID-19.

Following a positive test result, you will receive a request by text, email or phone to log into the NHS Test and Trace service website and provide information about recent close contacts.

If you feel you cannot cope with your symptoms at home, or your condition gets worse, then use the NHS 111 online COVID-19 service. If you do not have internet access, call NHS 111. For a medical emergency dial 999.

If you develop COVID-19 symptoms again at any point after ending your first period of isolation (self or household), follow the guidance on self-isolation again. The section below has further information.

# COVID-19

## Who is this guidance for?

### This guidance is intended for:

- > people who have received a positive test result of COVID-19
- > people with symptoms of COVID-19 who are waiting for a test result, or who have not been tested and do not require hospital treatment
- > people living in households with someone who shows symptoms of or who has received a positive test result for COVID-19

## Will my household be tested if we think we have COVID-19 symptoms?

Anyone with symptoms of COVID-19 must immediately self-isolate and arrange to have a test to see if they have COVID-19 - go to testing to arrange.

If you develop symptoms you may wish to alert the people who you do not live with and that you have had close contact with over the last 48 hours to let them know that you might have COVID-19 but are waiting for a test result. At this stage, those people should not self-isolate. Alerting those that you have been in contact with means they can take extra care in practising social distancing and good hand and respiratory hygiene. They can also be more alert to any symptoms they might develop.

People who have tested positive will receive a text, email or phone call requesting that they log into the NHS Test and Trace website to create a confidential account where they can record details about their recent close contacts. If you do not have access to the internet, then you will be phoned by a contact tracer working for the NHS Test and Trace service. The information you provide will be handled in strict confidence and will enable the NHS Test and Trace service to contact those people and provide them with advice on whether they should go into self-isolation. The people contacted will not be told your identity, but by alerting them when you first develop symptoms, you can help make sure that they are prepared for being contacted by the Test and Trace service.

## Why staying at home is very important

It is very important that people with symptoms of or a positive COVID-19 test and their household members stay at home. Staying at home will help prevent the spread of the virus to family, friends, the wider community, and particularly those who are clinically extremely vulnerable.

If you have symptoms of COVID-19 or a positive test, you must remain at home for at least 10 days after the onset of your symptoms (see ending self-isolation below). This will reduce the risk of you infecting others.

If you have symptoms of COVID-19 or a positive test, then you should avoid contact with other household members as much as possible.

Other members of your household, including those who do not have any symptoms, must stay at home and not leave the house for 14 days. Do not go out even to buy food or other essentials, and any exercise must be taken within your home. This 14-day period starts from the day when the first person in your house became ill or if they do not have symptoms, from the day their test was taken. There is more information in the ending self-isolation section below.

Staying at home for 14 days will greatly reduce the overall amount of infection the household could pass on to others in the community.

## While you are self-isolating, make sure you do the following things

### Stay at home

You and everyone else in your household must remain at home. Do not go to work, school, or public areas, and do not use public transport or taxis.

Nobody should go out even to buy food or other essentials, and any exercise must be taken within your home.

If you require help with buying groceries, other shopping or picking up medication, or walking a dog, you should ask friends or family. Alternatively, you can order your shopping online and medication by phone or online. Delivery drivers should not come into your home, so make sure you ask them to leave items outside for collection.

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Further guidance on accessing food and essential supplies is available at [Accessing food and essential supplies](#).

If you are unable to work due to COVID-19, please refer to this guidance from the Department for Work and Pensions to find out about the support that is available to you.

## Living with children

Not all these measures will be possible if you are living with children but keep following this guidance to the best of your ability.

Children with COVID-19 appear to be less severely affected. It is nevertheless important to do your best to ensure that all members of your household follow this guidance.

## For those with learning disabilities, autism or serious mental illness

Not all these measures will be possible if you, or those you are living with, have significant conditions such as learning disabilities, autism or serious mental illness. Please keep following this guidance to the best of your ability, whilst keeping yourself and those close to you safe and well, ideally in line with any existing care plans.

## Avoid contact with other members of your household as much as possible

If you have symptoms of COVID-19, it is important to reduce the spread of infection to others in your household as much as possible.

You should stay in a well-ventilated room with a window to the outside that can be opened, separate from other people in your home if this is possible. Keep the door closed.

Use a separate bathroom from the rest of the household, if available. If you have to share these facilities, regular cleaning will be required. If a separate bathroom is not available, consider drawing up a bathroom rota for washing or bathing. You should use the facilities last, before thoroughly cleaning the bathroom. You should use separate towels from other household members, both for drying yourself after bathing or showering and for hand hygiene purposes.

You should avoid using shared spaces such as kitchens whilst others are present. Take your meals back to your room to eat. Use a dishwasher (if available) to clean and dry your used crockery and cutlery. If this is not possible,

wash them by hand using detergent and warm water and dry them thoroughly, using a separate tea towel.

## If you have a clinically vulnerable or clinically extremely vulnerable person living with you

Where possible, arrange for anyone who is clinically vulnerable or clinically extremely vulnerable to move out of your home, to stay with friends or family for the duration of your home isolation period.

If you cannot arrange for vulnerable people to move out of your home, stay away from them as much as possible, following the guidance here. For the clinically extremely vulnerable please follow the Shielding guidance.

Those who are clinically vulnerable or clinically extremely vulnerable should be supported to take precautions to minimise their contact with other people in your household, regardless of whether others have symptoms or not. They should minimise time spent in shared spaces such as kitchens, bathrooms and sitting areas. Any shared spaces should be well ventilated.

If they can, clinically vulnerable or clinically extremely vulnerable people should use a separate bathroom from the rest of the household. If this is not possible, consider drawing up a rota for bathing, with the clinically vulnerable or clinically extremely vulnerable person using the facilities first. They should use separate towels from the rest of the household, both for drying themselves after bathing or showering and when washing their hands.

If they can, clinically vulnerable and clinically extremely vulnerable members of the household should have their meals in their own rooms. If you have one, use a dishwasher to clean and dry the family's used crockery and cutlery. If this is not possible, wash them using your usual washing up liquid and warm water and dry them thoroughly. If the clinically vulnerable or clinically extremely vulnerable person is using their own utensils, remember to use a separate tea towel for drying these.

It will be difficult for some people to separate themselves from others at home. You need to do your very best to follow this guidance and everyone in your household should regularly wash their hands, avoid touching their face, and clean frequently touched surfaces.

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## Wash your hands often

Clean your hands frequently by washing them with soap and water for 20 seconds or using hand sanitiser. This will help protect you and the people you live with. This is one of the most effective ways of reducing the risk of passing infection to others.

## Cover your coughs and sneezes

Cover your mouth and nose with disposable tissues when you cough or sneeze. If you do not have a tissue, sneeze into the crook of your elbow, not into your hand. Dispose of tissues into a rubbish bag and immediately wash your hands with soap and water for 20 seconds or use a hand sanitiser.

If you have a carer, they should use disposable tissues to wipe away any mucus or phlegm after you have sneezed or coughed. Then they should wash their hands with soap and water for 20 seconds.

## Face coverings

Used correctly, a face covering may help to protect others by reducing the transmission of COVID-19.

If you have symptoms of COVID-19 or a positive test result and you live with others, consider using a face covering inside your home when spending time in shared parts of the household, in addition to avoiding contact with other members of the household as much as possible. You must stay at home for at least 10 days from when the symptoms started or from the date of your test, wearing a face covering does not replace this.

Further guidance on the use of face coverings is available along with instructions on how to make your own face covering.

People who are self-isolating, and members of their household, should double bag disposable face coverings and store them for 72 hours before putting them in a 'black bag' waste bin.

## Cleaning and disposal of waste

When cleaning you should use your usual household products, like detergents and bleach, as these will be very effective at getting rid of the virus on surfaces. Clean frequently touched surfaces such as door handles, handrails, remote controls and tabletops. This

is particularly important if you have a clinically vulnerable or clinically extremely vulnerable person in the house.

Clean a shared bathroom each time you use it, for example, by wiping the surfaces you have touched.

Personal waste (such as used tissues) and disposable cleaning cloths can be stored securely within disposable rubbish bags. These bags should be placed into another bag, tied securely and kept separate from other waste. This should be put aside for at least 72 hours before being put in your usual external household waste bin.

Other household waste can be disposed of as normal.

## Laundry

To minimise the possibility of dispersing virus through the air, do not shake dirty laundry.

Wash items in accordance with the manufacturer's instructions. All dirty laundry can be washed in the same load.

If you do not have a washing machine, wait a further 72 hours after your self-isolation has ended when you can then take the laundry to a public launderette.

Do not share towels, including hand towels and tea towels.

## Do not have visitors in your home

Do not invite or allow social visitors, such as other friends or family, to enter your home.

If you or a family member receive essential care in your home, then carers should continue to visit. Carers should follow the relevant guidance to reduce the risk of you passing on the infection.

## If you have pets in the household

COVID-19 in the UK is spread between humans. There is limited evidence that some animals, including pets, can become infected with SARS-CoV-2 (the virus that causes COVID-19) following close contact with infected humans.

At this time, there is no evidence that pets can transmit the disease to humans, however, you should wash your hands after handling your pets or their waste.

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## What you can do to help yourself get better

Drink water to keep yourself hydrated. You should drink enough during the day so your urine is a pale clear colour.

You can use over-the-counter medications, such as paracetamol, to help with some of your symptoms. Use these according to the instructions on the packet or label and do not exceed the recommended dose.

## If you or your family need to seek medical advice

Seek prompt medical attention if your illness or the illness of someone in your household is worsening. If it's not an emergency, contact the NHS 111 online COVID-19 service. If you have no internet access, call NHS 111.

If it is a medical emergency and you need to call an ambulance, dial 999 and inform the call handler or operator that you or your relative have COVID-19 symptoms.

All routine medical and dental appointments should usually be cancelled while you and the family are staying at home. If you are concerned or have been asked to attend in person within the period you are self-isolating, discuss this with your medical contact first (for example, your GP or dentist, local hospital or outpatient service), using the number they have provided.

## Looking after your wellbeing while staying at home

Staying at home for a prolonged period can be difficult, frustrating and lonely for some people, and you or other household members may feel low. It can be particularly challenging if you don't have much space or access to a garden.

It's important to remember to take care of your mind as well as your body and to get support if you need it. Stay in touch with family and friends over the phone or on social media. There are also sources of support and information that can help, such as the Every Mind Matters website.

Think about things you can do during your time at home. People who have stayed at home for a week or more have kept themselves busy with activities such as cooking, reading,

online learning and watching films. If you feel well enough you can take part in light exercise within your home.

Many people find it helpful to remind themselves why what they are doing is so important. Hopefully, none of your family will experience anything more than mild symptoms, but some people are badly affected by COVID-19. By staying home, you are helping to protect your friends and family, and other people in your community, as well as making sure the NHS does not get overwhelmed.

There are things that you can do to help make self-isolation easier. These include:

- > planning ahead and thinking about what you will need in order to be able to stay at home for the full duration of isolation
- > talking to your employer, friends and family to ask for their help to access the things you will need while staying at home
- > thinking about and planning how you can get access to food and other supplies, such as medications, that you will need during this period
- > asking friends or family to drop off anything you need or ordering supplies online, but make sure these are left outside your home for you to collect
- > ensuring that you keep in touch with friends and family over the phone or through social media
- > thinking about things you can do during your time at home. People who have successfully completed a period of staying at home have kept themselves busy with activities such as cooking, reading, online learning and watching films
- > planning out the full days of your self-isolation on a calendar, which many people find helpful. You may also find it helpful to plan in advance what you will do if, for example, someone in your household were to feel much worse, such as having difficulties breathing
- > remembering that physical exercise can be good for your wellbeing, when you are feeling better. Look for online classes or courses that can help you take light exercise in your home

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## If you are breastfeeding while infected

There is currently no evidence to suggest that the virus can be transmitted through breast milk. Infection can be spread to the baby in the same way as to anyone in close contact with you. The current evidence is that children with COVID-19 get much less severe symptoms than adults. The benefits of breastfeeding outweigh any potential risks of transmission of the virus through breast milk or by being in close contact; however, this will be an individual decision and can be discussed with your midwife, health visitor or GP by telephone.

If you or a family member are feeding with formula or expressed milk, you should sterilise the equipment carefully before each use. You should not share bottles or a breast pump with someone else.

You can find more information at the Royal College of Obstetricians and Gynaecologists website.

## Ending self-isolation and household isolation

### Ending self-isolation

If you have had symptoms of COVID-19 or a positive test, then you may end your self-isolation after 10 days and return to your normal routine if you do not have symptoms other than cough or loss of sense of smell or taste. If you still have a high temperature, keep self-isolating until your temperature returns to normal and seek medical advice.

After 10 days, if you just have a cough or a loss of, or change in, your normal sense of taste or smell (anosmia), you do not need to continue to self-isolate. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when you first became ill.

If you continue to feel unwell and have not already sought medical advice, you should use the NHS 111 online COVID-19 service. If you do not have internet access, call NHS 111. For a medical emergency dial 999.

### Ending household isolation

After 10 days, if the first person to become ill feels better and no longer has symptoms other than cough or loss of sense of smell/taste they can return to their normal routine.

If you live with others, then everyone else in the household who remains well should end their isolation after 14 days. This 14-day period starts from the day the first person in the household became ill. People in the household who remain well after 14 days are unlikely to be infectious.

If anyone in the household becomes unwell during the 14-day period, they should arrange to have a test to see if they have COVID-19 – go to testing to arrange. If their test result is positive, they must follow the same advice for people with COVID-19 symptoms – that is, after 10 days of their symptoms starting, if they feel better and no longer have symptoms other than cough or loss of sense of smell or taste – they can also return to their normal routine. However, if their test result is negative, they must continue with isolation as part of the household for the full 14 days.

Should someone develop COVID-19 symptoms late in the 14-day household isolation period (for example, on day 10 or later) the isolation period for the rest of the household does not need to be extended. Only the person with new COVID-19 symptoms has to stay at home for at least a further 10 days and should arrange to have a test to see if they have COVID-19 - go to testing to arrange.

At the end of the 14-day period, anyone in the household who has not become unwell can return to their normal routine.

If any person in the household with COVID-19 symptoms has not had any signs of improvement and has not already sought medical advice, they should use the NHS 111 online COVID-19 service. If they do not have internet access, they should call NHS 111. For a medical emergency, they should dial 999.

A cough or anosmia (a loss of, or change, in the sense of taste or smell), may persist for several weeks in some people, despite the infection having cleared. A persistent cough or anosmia does not mean someone needs to continue to self-isolate for more than 10 days.

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## After ending self-isolation and/or household isolation

### What to do if you have another episode of COVID-19 symptoms after the end of your first period of self-isolation or household isolation

If you develop COVID-19 symptoms again at any point after ending your first period of staying at home (self-isolation or household isolation), follow this guidance on self-isolation again.

This means you must stay at home for at least 10 days from when your symptoms started if you live alone and arrange to have a test. If you live in a household, you must stay at home for at least 10 days from when your symptoms started, arrange a test for yourself, and all other household members must stay at home for 14 days.

This will help to ensure that you are continuing to protect others within your household and in your community by minimising the amount of infection that is passed on.

### If you previously tested positive for COVID-19 and have another episode of symptoms, do you need to self-isolate again?

If you have tested positive for COVID-19, you will probably have developed some immunity to the disease. But it cannot be guaranteed that will happen in all cases, nor exactly for how long that will last.

If you have previously tested positive but develop symptoms again, you must self-isolate for at least 10 days from onset of symptoms and arrange to have a test. If you live in a household, all other household members must stay at home for 14 days.

If you are concerned about your new possible COVID-19 symptoms, use the NHS 111 online COVID-19 service. If you do not have internet access, call NHS 111. For a medical emergency dial 999.

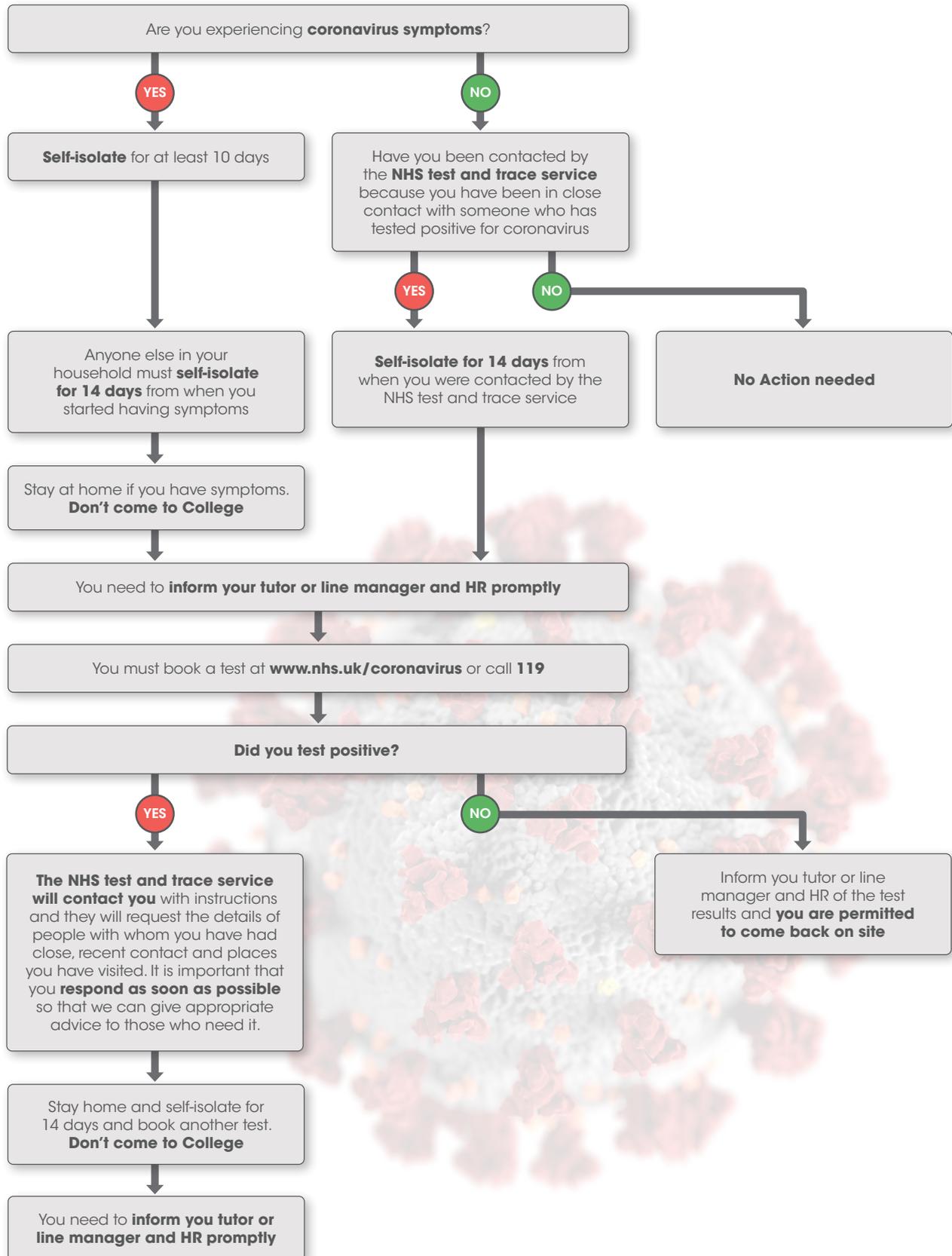
## New legal requirements for self-isolation

You could be fined if you do not stay at home and self-isolate following a positive test result for COVID-19, or if you are contacted by NHS Test and Trace and instructed to self-isolate because you are a contact of someone who has had a positive test result. If you test positive for COVID-19, it will also be an offence to knowingly provide false information about your close contacts to NHS Test and Trace. Failure to comply with these requirements may result in a fine of up to £10,000. These regulations will only apply in England.

You may be entitled to a one-off payment of £500 through the Test and Trace Support Payment scheme if you are required to stay at home and self-isolate. Local authorities will be putting arrangements in place to make these payments, with further details to be made available shortly. You will be eligible if you live in England and meet all the following criteria:

- > you have been asked to self-isolate by NHS Test and Trace
- > you are employed or self-employed
- > you cannot work from home and will lose income as a result
- > you are claiming at least one of the following benefits: Universal Credit, Working Tax Credits, income-related Employment and Support Allowance, income-based Jobseeker's Allowance, Income Support, Pension Credit or Housing Benefit

# NHS Test & Trace Service





### **Trafford College**

#### **Altrincham Campus**

Manchester Road  
Timperley  
Altrincham  
WA14 5PQ

#### **Stretford Campus**

Talbot Road  
Stretford  
Manchester  
M32 0XH

**General Enquiries:** 0161 886 7070

**Email:** [enquiries@trafford.ac.uk](mailto:enquiries@trafford.ac.uk)

**Website:** [www.trafford.ac.uk](http://www.trafford.ac.uk)

