

POLICY / PROCEDURE

Document Title	Safeguarding Children and Vulnerable Adults (inc. Child Protection) - Policy and Procedure
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Approved by	Corporation Board
Date approved	
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Date of next review	September 2021
Lead responsibility	Vice Principal (Curriculum and Quality)

1. Background

- 1.1 Derwentside College is committed to providing a safe and secure environment for all students, employees and individual visitors who access its facilities and services.
- 1.2 Derwentside College acknowledges its particular responsibility to safeguard the wellbeing of children and adults at risk engaged in the range of the College's activities. This is achieved by ensuring that there are appropriate arrangements in place to enable it to discharge its duty to provide a safe and secure environment, and to deal with issues concerned with suspected or reported abuse of children or adults at risk.
- 1.3 The College recognises that it has a duty to help employees and students understand their responsibilities (through guidance, support and training), to minimise risk, and to avoid situations (when possible) where abuse or neglect might arise or be alleged.
- 1.4 If you are unsure about any aspect of this policy you should contact the Designate Safeguarding Lead or deputies immediately (see section 9.1 for contact details).

2. Definitions

- 2.1 This policy adheres to and is driven by external policy and legislation.
- 2.2 The definition of 'a child' in child protection guidance is: "a child is anyone who has not yet reached their 18th birthday. Throughout this document 16-17 year old students are referred to as 'children' or 'a child'.
- 2.3 A child in need is defined under the Children Act 1989 as "*a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.*
- 2.4 Child abuse is defined by the Children Act as being "where a child is suffering, or is likely to suffer, significant harm". Safeguarding children is protecting young people under the age of 18 by identifying and responding to individual cases of abuse and by creating an environment, both physical and intellectual, which protects them from harm and provides them with the inner resources to protect themselves from abuse.
- 2.5 The definition of an 'Adult at Risk' is: - an adult who needs community care services because of mental or other disability, age or illness and who is, or may be, unable to take care of themselves against significant harm or exploitation. The term replaces 'vulnerable adult'. It is defined under the Care Act 2014 as any adult who:
 - has care and support needs and
 - is experiencing, or is at risk of, abuse or neglect and
 - is unable to protect themselves because of their care and support needs
- 2.6 The Department of Health in their guidance "No Secrets: Guidance on Developing and Implementing Multi-agency Policies and Procedures to Protect Vulnerable Adults from Abuse" (2000) states that Abuse is a violation of an individual's human and civil rights by any other person or persons.
- 2.7 Since the publication of ADSS Best Practice Document: 'Safeguarding Adults' (2005), the range of people considered to be vulnerable has been widened to include, people encountering domestic violence, substance misusers and asylum seekers.
- 2.8 Employees should note that this policy only applies to those who fall into either of the above categories, and does not apply to those who may require welfare support, but do not fall into these categories.

3. How to recognise forms of abuse

- 3.1 There are a number of forms of abuse, with variations within the categories. A person may abuse or neglect a child or adult at risk by inflicting harm, or by failing to act to prevent harm. Children or adults at risk may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or adult at risk, including by fabricating the symptoms of, or deliberately causing, ill health to a child or adult at risk.

Emotional abuse is the persistent emotional ill-treatment of a child or adult at risk such as to cause severe and persistent adverse effects on the child or adult at risk's emotional development. It may involve conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. This may cause fright and lead to exploitation or corruption.

Sexual abuse involves forcing or enticing a child or adult at risk to take part in sexual activities, whether or not the child or adult at risk is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving a child or adult at risk in looking at, or in the production of, pornographic material, or encouraging them to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child or adult at risk's basic physical and/or psychological needs, likely to result in the serious impairment of health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to basic emotional needs.

Bullying is the deliberate, hurtful behaviour, direct or indirect, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, written or physical. Harassment and bullying is not always open, direct and simple to identify. It can be covert and very subtle. Perpetrators may not always be aware that their action(s) have been perceived to be offensive.

Radicalisation. Indicators that a person is being drawn into violent extremism or crime may include:

- The use of inappropriate language
- Possession of violent and /or extremist literature
- Behavioural changes or Expression of extremist views
- Advocating violent action
- Association with known extremists

Serious violence. All staff should be aware of indicators, which may signal that a child or adult at risk are at risk from, or are involved with serious violent crime.

Child sexual exploitation (CSE). 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 into sexual activity in exchange for something the victim wants and/or for the financial advantage or increased status of the perpetrator or facilitator.

Child criminal exploitation: County lines. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. County lines can affect any child or adult at risk, male or female and can still be exploitation even if activity appears consensual.

Some of the following signs may be indicators of CSE, County lines and serious violence:

- young people who regularly miss College or do not take part in education;
- a change in friendship or relationships with older individuals or group;
- a significant decline in performance;
- signs of self-harm or a significant change in emotional wellbeing;

- signs of assault or unexplained injuries;
- unexplained gifts or new possessions;
- young people who misuse drugs and alcohol;
- young people who go missing for periods of time or regularly come home late;

See Appendix 1 for a more extensive list of indicators of abuse.

4. Purpose

- 4.1 The purpose of this Policy is to ensure that effective safeguarding procedures are followed in all cases of suspected abuse to a child or an adult at risk.

5. Scope

- 5.1 This policy is intended to give a framework for all staff and students in the unlikely event that a safeguarding issue arises. The College has a responsibility to safeguard and promote the welfare of children and adults at risk who participate in organised activities or services. These include enrolled learners who are children or an adult at risk, and children or adults at risk who come onto College premises as part of organised activities such as visits or summer schools. This responsibility extends to College employees working off campus in external venues. The College must ensure that reasonable steps to promote and safeguard the welfare of children or adults at risk are taken, and that the policy and procedures regarding those matters are easily accessible to all employees and students

6. Policy Statement

- 6.1 Our policy pertains to all members of the College community in its widest sense, including learners, staff, employers, work placement providers and contractors.
- 6.2 Derwentside College wishes to ensure that all learners achieve their maximum potential in an environment which is safe, secure and supportive of their needs.
- 6.3 The College is committed to promoting the welfare of all learners by working in close partnership with all relevant agencies and partners, in accordance with guidance laid down by the Local Safeguarding Children's Board (LSCB).
- 6.4 The College is committed to safer recruitment and the college's recruitment policy and procedures support this aim.

7. General Principles

- 7.1 Safeguarding issues are to be regarded as everyone's responsibility and staff are reminded that it is the welfare of the child or adult at risk that is of primary concern, and it is their duty to report any concerns to the Designated Safeguarding Lead.
- 7.2 If staff, in the course of their work at the College, have a child or adult at risk protection issue brought to their attention, observe an incident of abuse, or have cause for concern, they must treat this as a priority over other work and address the issue immediately.
- 7.3 Derwentside College is committed to ensuring that any safeguarding issues are dealt with promptly, sensitively and in line with statutory objectives, national and regional guidelines.
- 7.4 If employees wish to seek guidance with regard to a specific incident or area of concern, confidential advice should be sought from the DSL.

8. Procedure and Responsibilities

- 8.1 Staff and students working in direct contact with children or adults at risk on a day-to-day basis, e.g. employees involving in teaching, support and providing pastoral guidance to learners, may come across signs of harm and/or abuse. Employees should note that it is not their responsibility to try to resolve the issues, but they may be asked to help liaise in some circumstances. Staff must ensure that significant concerns for the wellbeing of a child or adult at risk are reported to the DSL, as quickly as possible.
- 8.2 The Prevent duty, introduced as part of the Counter Terrorism and Security Act 2015 means the College is legally required to take steps to prevent learners from being drawn into terrorism. The College recognises the positive contribution it can make towards protecting members of its community from radicalisation and extremism and has developed a Prevent Policy and Action Plan. That document includes a reporting mechanism for such cases.
- 8.3 It is the role of the DSL to invoke the appropriate procedures to protect the child or adult at risk, involving appropriate local social care teams and police as soon as a cause for concern is raised.
- 8.4 If an allegation of abuse or inappropriate behaviour is made against a member of staff, and relates to their actions as a member of the College, Human Resources (HR) will advise and guide the line manager of the employee, and the employee against whom allegations have been made, in relation to employment issues.
- 8.5 Where an allegation of abuse or inappropriate behaviour is made against a student and relates to their actions as a member of the College, the Head of Student Services (or nominee) will offer advice and guidance in relation to student discipline issues.

9. Designated Safeguarding Staff

- 9.1 The designated members of staff for safeguarding are:
Patrick O'Doherty, Designated Safeguarding Lead and Head of Student Services (Tel: 01207 585936)
Karen Hankey, Deputy DSL and Curriculum Leader Student Services (Tel: 01207 585900 Ext. 728)
Julie Eddy, Deputy DSL and SEND Lead/Functional Skills Tutor (Tel: 01207 585900 Ext. 605)
Michael Johnson, Vice Principal Curriculum and Quality (Tel: 01207 585928).
- 9.2 During term time the designated safeguarding lead (or a deputy) will always be available (during college hours) for staff to discuss any safeguarding concerns.
- 9.3 An allegation received outside of normal hours when the designated staff in 9.1 are not available should be reported to First Contact (0300 267979).

10. Code of Behaviour and good practice

Staff and partners of the College should be encouraged to demonstrate exemplary behaviour when working with children or adults at risk in order to protect the child or adult at risk from abuse, and themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

- 10.1 Always put the welfare of the child or adult at risk first.
- 10.2 Wherever possible, maintain a record/register of children or adults at risk working with you at any given time.
- 10.3 Work in an open environment, avoiding private or unobserved situations and encouraging open communication.

- 10.4 Avoid spending time alone with children or adults at risk away from others. Personal tutors should ensure they meet children or adult at risk either in a public place (e.g. LRC, Refectory) or in an office with other staff within sight and hearing.
- 10.5 All children or adults at risk, regardless of any protected characteristic under the Equality Act 2010, must be treated with respect and dignity and provided with the same equality of opportunity.
- 10.6 Maintain a professional relationship with children or adults at risk. It is not appropriate for staff to have a sexual relationship with a child or adult at risk even if the child or adult at risk is over the age of consent (this is an abuse of a position of trust) and is a criminal offence.
- 10.7 Ensure that if any form of manual/physical touching required as an element of teaching or demonstration in a workshop or similar, is provided openly and with the person's explicit consent. It is better to ask and risk embarrassment than not ask and risk a serious misunderstanding.
- 10.8 Where required give enthusiastic and constructive feedback rather than negative criticism.
- 10.9 Keep a written record of any injury that occurs, along with the details of any treatment given. Ensure the accident report form is completed.
- 10.10 Attend and complete all relevant training courses that the College provides.
- 10.11 Ensure that consent has been obtained to allow children or adults at risk to take part in organised trips or activities outside the normal place of study.

11. When undertaking business for the College staff must not:

- 11.1 Allow allegations made by a child or adult at risk to go unchallenged, unrecorded or not acted upon (this applies to any form of abuse and bullying).
- 11.2 Reduce a child or adult at risk to tears.
- 11.3 Engage in rough, physical or sexually provocative games, including inappropriate horseplay.
- 11.4 Share a bedroom with a child or adult at risk.
- 11.5 Allow or engage in any form of inappropriate (i.e. sexualised) touching with a child or adult at risk.
- 11.6 Allow a child or adult at risk to use inappropriate language unchallenged.
- 11.7 Allow a child or adult at risk to become verbally or physically aggressive with others unchallenged.
- 11.8 Make aggressive or sexually suggestive comments to a child or adult at risk, even in fun.
- 11.9 Engage in any non-professional form of relationship, sexual or otherwise, with a child or adult at risk in your care, even if the child or adult at risk is over the age of consent (this is an abuse of a position of trust).
- 11.10 Do things of a personal nature for a child or adult at risk that they can do for themselves.
- 11.11 Invite or allow a child or adult at risk to your home unsupervised.
- 11.12 Give a child or adult at risk personal details such as your personal phone number, email or home address.
- 11.13 Take photographs or videos of a child or adult at risk unless consent has been obtained (this includes the use of phones) N.B. - taking photographs or videos of an adult at risk is more problematic even if consent has been obtained, in such circumstances you should ensure that a Designated Safeguarding Lead is aware of this before you do so and that they are aware of what the photo/video is being used for.
- 11.14 Give or receive gifts from a child or adult at risk.

- 11.15 It may sometimes be necessary for staff to do things of a personal nature for a child or adult at risk, particularly if they are young or are disabled. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

12. Procedure on Receiving a Disclosure

- 12.1 The welfare of the individual is paramount and therefore the college provides an “early help offer” to provide ongoing support and advice to learners who have social and emotional support needs. This includes one to one wellbeing services and support outside of the classroom.
- 12.2 Safeguarding and promoting the welfare of children and adults at risk is everyone’s responsibility. The College has a duty to act if there is a cause for concern and to notify the appropriate agencies that are responsible for responding to and investigating reports of safeguarding concerns. These procedures must be followed;

13. Dealing with allegations or suspicions of abuse

- 13.1 No member of the College, in a paid or unpaid capacity, should take responsibility to decide whether or not abuse has taken place. However, there is a requirement to act on and report any concerns.
- 13.2 Before completing a referral to the DSL, you should inform the child or adult at risk that you will be forwarding a concern through this College process.
- 13.3 If the student does not want to allow a referral, you should explain that you need to do so given the concerns, and are unable to support them personally. You may discuss this with the DSL in confidence by speaking about the case without using student name or identifying them to ascertain whether a referral is needed. It is advised if you have questions about a case to contact the DSL to discuss.
- 13.4 The problem should be reported immediately to the DSL who will take the appropriate action. If the DSL or one of the deputies cannot be contacted and it is clear that the abuse has occurred or there is any suspicion of abuse or concern, contact should be made with the local social care team.
- 13.5 If the concerns relate to the DSL, then the matter should be referred to the Deputy Designated Safeguarding Lead, who will in turn refer the matter to the local Social Care team.
- 13.6 It is important to maintain confidentiality. Suspicions must not be discussed with anyone other than the above mentioned staff. If none of the above mentioned are available the person with the concerns must not delay, and should contact the Vice Principal.

If a child or adult at risk says something or acts in such a way that abuse is suspected, the person receiving the information should:

- 13.7 Not give assurances of confidentiality which cannot be kept but should reassure the child or adult at risk that the information will only be passed on to those people who need to know.
- 13.8 React in a calm but concerned manner.
- 13.9 Tell the child or adult at risk that s/he is right to share what has happened; and that s/he is not responsible for what has happened.
- 13.10 Take what the child or adult at risk says seriously.
- 13.11 Keep questions to an absolute minimum only to clarify what the child or adult at risk is saying, not to interrogate.
- 13.12 Not interrupt the child or adult at risk when they are recalling significant events.

13.13 Make a full written record of what is said and done, though this should not result in delay in reporting the problem.

14. Keeping a full and careful written record:

Reports of safeguarding concerns should be made to the DSL or deputy in person or via telephone as soon as possible and not be reliant upon electronic communication. Following reporting to the DSL a full and careful record must be made by the member of staff, of the disclosure or allegation to include:

- 14.1 The date, time and place that the disclosure took place.
- 14.2 The name of the complainant and where different, the name of the young person or vulnerable adult who has allegedly been abused.
- 14.3 The names of those present.
- 14.4 What prompted the disclosure (e.g. if a particular topic was being discussed).
- 14.5 A description of the situation.
- 14.6 What the discloser was wearing.
- 14.7 A description of any visible physical injury (clothing should not be removed to inspect the child or adult at risk).
- 14.8 The date, time and place where the alleged abuse happened.
- 14.9 If know the name and details of the alleged perpetrator/s.
- 14.10 The nature of the allegation or concern. The child or adult at risk's account of what has occurred. This may be used later in a criminal trial and it is vital that what the child or adult at risk discloses is recorded as accurately as possible. Therefore, the record must be drafted in the child or adult at risk's words and should not include the assumptions or opinions of others.
- 14.11 Any dates, times or places or any other potentially useful information, particularly including phone numbers or addresses to which the College has access.
- 14.12 A template is attached at Appendix 2 this information should be kept secure and confidential and reported to the DSL or deputy as soon as possible and should be passed to the DSL when completed. The DSL has the responsibility to act on behalf of the College in dealing with allegations or suspicion of abuse or neglect.
- 14.13 This will include collating details of the allegation or suspicion and referring the matter to the appropriate statutory authorities. It is the task of the local Social Care team, not the College, to investigate the matter under section 47 of the Children Act 1989 or Safeguarding Vulnerable Groups Act 2006.
- 14.14 Normally the DSL will make the referral within 24 hours of notification being received, although this may not be possible on certain occasions.
- 14.15 Under no circumstances should a member of the College carry out their own investigation into suspicions or allegations of abuse, neither should they question the child or adult at risk closely, as to do so may interfere with any investigation that may be undertaken subsequently by the Police or local Social Care team.
- 14.16 Staff will only pass on disclosed information if consent is provided, unless the learner is a child (under 18), there is a public interest to communicate the disclosure, for example if others will be put at risk by not passing on the information, or if a crime has been committed. Staff must not promise confidentiality when responding to disclosures.
- 14.17 In the event of a disclosure by an adult at risk, the learner will be asked their opinion on how they would like the matter to be dealt with and whether they consent to a safeguarding issue being raised.

- 14.18 Staff should be aware of any special considerations with regard to communication difficulties and equal opportunities as some young people or vulnerable adults with special support needs may require additional support.
- 14.19 In the event of suspicion or disclosure of a child or adult at risk being at risk of HBV (honour-based violence) or forced to marry, the member of staff should refer to the DSL. No investigation should be carried out, nor should any attempt be made to mediate. 'All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.' The designated person will contact social care direct and LSCB guidelines should be followed.
- 14.20 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon staff to report personally to the police if they discover that an act of FGM (Female Genital Mutilation) appears to have been carried out on a child or adult at risk. Cases should still be disclosed to the DSL and the local authority.
- 14.21 In the case of any referral being assessed as a hate crime not covered within the definition of safeguarding the DSL will refer to the Bullying & Harassment policy or to the police.

15. Allegations or suspicions of abuse against staff of the College at work

- 15.1 These situations can be extremely difficult to deal with. It can be difficult to accept that a colleague may have harmed a child or adult at risk. It may also be that the behaviour that causes concern is bad practice rather than abuse. When a concern arises, there are a number of processes that may need to take place. These are:
- A child or adult at risk protection investigation.
 - A criminal investigation.
 - Action by the College under the Staff Disciplinary Procedure
 - A report to the Department for Education
- 15.2 Staff should raise concerns about a dangerous or illegal activity or any wrong doing within the organisation.
- 15.3 Any suspicion, allegation or actual abuse of a child or adult at risk by a member of College staff must be reported to the DSL who will immediately inform the Principal (or a Designated Deputy). NOTE: The College's procedure for "Dealing with an allegation of abusive behaviour made against an employee" must be followed together with guidance taken from Durham Safeguarding Children Partnership (DSCP) <http://www.durham-scp.org.uk>.
- 15.4 If the DSL is the subject of the allegation the matter must be reported directly to the Principal.
- 15.5 Where the Principal is the subject of an allegation the matter must be reported to the Chair of the Corporation via the Clerk (email lyn.smith@derwentside.ac.uk Tel: 01207 585900 ext 923).
- 15.6 If a member of staff raises concerns about a young person or adult at risk and they think the concern is not dealt with properly they can call the NSPCC Whistleblowing Advice Line on Tel: 0800 028 0285. The Whistleblowing Advice Line was commissioned by the Home Office in direct response to the recommendation for 'a new whistleblowing portal for child abuse reports' set out in the Government's tackling child sexual exploitation report 2015.
- 15.7 It is important that the above actions are properly co-ordinated and that events are managed in the right order. For this reason, the College will take no direct action against an employee of the College without the advice and agreement of the investigating agencies (e.g. the police or local social care team), except where such action is immediately necessary to protect a child or adult at risk. N.B. If, following consideration and any consultation, the concern is clearly about bad practice rather than abuse, the College's DSL and HR will take the necessary action to advise on, manage, or instigate disciplinary action against the member of staff about whom the allegation has been made.

16. Allegations or Concerns of Possible Abuse Outside of the College

As a result of their contact with a child or adult at risk, members of the College may become concerned about the welfare of the child or adult at risk and may be concerned that abuse is being perpetrated by someone unconnected with the College.

- 16.1 In these circumstances the individual should report their concerns to the DSL as outlined in the reporting procedure. **Section 13.** Similarly, if a member of staff is concerned that abuse is being perpetrated by a student or College employee against someone unconnected with the College, the individual should report their concerns to the DSL.
- 16.2 In the former circumstances there may be implications as to whether or not a student can continue on their course.
- 16.3 It is important that when a referral has taken place, careful consideration is given to whom should be informed, as the matter must be treated with sensitivity and confidentiality.

17. Training

- 17.1 All Derwentside College staff receive safeguarding training via an e-learning computer based package. In accordance with legal requirements, staff undertake training every two years. All new staff and volunteers receive a safeguarding induction delivered via an e-learning computer based package.
- 17.2 In line with current Ofsted guidance, Governors are not required to undertake safeguarding training since they do not have regular contact with children however they are offered access to the same training that all staff have.

18. Accountability

- 18.1 The Vice Principal Curriculum is responsible for the implementation of this policy.
- 18.2 He or she is also responsible for ensuring that this document is regularly reviewed and updated – and is the first contact point for managers seeking advice and guidance about the Safeguarding Children and Vulnerable Adults - Policy and Procedure or making enquiries about its interpretation.
- 18.3 All managers are responsible for ensuring that they and their team members follow the requirements set out in this document.
- 18.4 All employees are responsible for adhering to the requirements set out in this document.

19. Equality & Diversity

- 19.1 The College has paid due regard to equality considerations during the preparation and implementation of this Policy and Procedure.
- 19.2 These considerations included the potential for any differential negative effect on the grounds of age, disability, gender reassignment, pregnancy and maternity, race (including ethnic or national origins, colour or nationality), religion or belief (including lack of belief), sex, sexual orientation, marriage or civil partnership.
- 19.3 The College's judgement is that there is no such negative effect on those grounds and, consequently, no potential breach of the Equality Act 2010.

19.4 The operation of this Policy and Procedure will be monitored by the HR Manager in order to establish that no unlawful discrimination is taking place and to identify opportunities for the College to enhance equality of opportunity and fair treatment.

20. The following legislation and regulations apply to this policy / procedure:

- The Children Act 2004,
- The Education Act 2002,
- The Education (Health Standards) (England) Regulations 2003,
- The Further Education (Providers of Education) (England) (Regulations) 2006.
- The Care Act 2014

21. The following government guidance is relevant to this policy:

- Working Together to Safeguard Children (2017),
- Keeping Children Safe in Education (updated 2019)
- What to do if you are worried a child is being abused (2015)

22. The following related documents are relevant to this policy / procedure:

- Anti-Harassment and Anti Bullying Policy,
- Health and Safety Policy,
- Physical Security Policy,
- Staff Development Policy,
- Procedure for dealing with an allegation of abusive behaviour made against an employee,
- PREVENT Policy.

23. Review

23.1 This document will be reviewed by September 2021.

23.2 The Vice Principal Curriculum and Quality will undertake this review, taking into account the outcomes of the monitoring process, legislative changes and developments in good practice.

23.3 As part of the review, the Vice Principal Curriculum and Quality will seek and consider the views of the College's employees and of the recognised trade unions.

23.4 The outcome of the review will be reported to the Senior Management Team.

24. Document Identification

Category [select ONE only]	<input type="checkbox"/> Programmes/courses <input type="checkbox"/> Partnerships <input type="checkbox"/> Finance <input type="checkbox"/> Quality <input type="checkbox"/> Governance <input checked="" type="checkbox"/> Health and safety <input type="checkbox"/> Facilities <input type="checkbox"/> Computer Services <input type="checkbox"/> MIS <input type="checkbox"/> Admissions <input type="checkbox"/> Teaching and learning <input type="checkbox"/> Personnel
Audience [select ALL that apply]	<input checked="" type="checkbox"/> Employees <input checked="" type="checkbox"/> Learners <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Suppliers

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Appendix 1

Recognising Signs of Abuse, Information for staff

Recognition of abuse is not always easy and the College acknowledges that its employees and students may not be experienced in this area and indeed, that it is not the place of College staff to make such a judgement. It is however the responsibility of all staff to act on concerns in order to safeguard children or adults at risk.

The following may indicate that a child or adult at risk is being, or has been, abused:

- unexplained or suspicious injuries, particularly if the injury is unlikely to have occurred accidentally;
- an injury where the explanation from the child or adult at risk appears contradictory;
- the child or adult at risk describes an abusive act or situation;
- unexplained changes in behaviour;
- the child or adult at risk appears distrustful of adults;
- the child or adult at risk behaves in an inappropriate way or sexually explicit way;
- the child or adult at risk is withdrawn;
- the child or adult at risk becomes increasingly dirty or shabbily dressed.

Incidents that must be reported or recorded

If any of the following occur you should report this immediately to the DSL:

- if a child or adult at risk reports an allegation of abuse involving a member of their family or someone involved in their home, school or social life;
- if a child or adult at risk has an accident;
- if you accidentally hurt a child or adult at risk;
- if a child or adult at risk reports an allegation of abuse regarding a member of either the College or an external organisation using College facilities;
- if a child or adult at risk appears to be sexually aroused by your actions;
- if you are concerned that a relationship is developing that could represent an abuse of trust.
- if you are concerned that the child or adult at risk is becoming attracted to you;
- if you are concerned that a colleague is becoming attracted to someone in his/her care;
- if a child or adult at risk seriously misunderstands or misinterprets something you have done;
- if you have had to use reasonable physical restraint to prevent a child or adult at risk harming themselves, or another, or from causing significant damage to property.

This list is not exhaustive but provides some examples of incidents that must be reported. If in doubt contact the DSL for a confidential discussion of your concerns.

Indicators of abuse/signs and symptoms to be aware of:

Physical abuse:

- no explanation for injuries or inconsistency with the account of what happened;
- injuries are inconsistent with the person's lifestyle;
- bruising, cuts, welts, burns and/or marks on the body or loss of hair in clumps;
- frequent injuries;
- unexplained falls;
- subdued or changed behaviour in the presence of a particular person;
- signs of malnutrition;
- failure to seek medical treatment or frequent changes of GP.

Sexual abuse:

- bruising, particularly to the thighs, buttocks and upper arms and marks on the neck;
- torn, stained or bloody underclothing;
- bleeding, pain or itching in the genital area;
- unusual difficulty in walking or sitting;
- foreign bodies in genital or rectal openings;
- infections, unexplained genital discharge, or sexually transmitted diseases;
- pregnancy in a woman who is unable to consent to sexual intercourse;
- the uncharacteristic use of explicit sexual language or significant changes in sexual behaviour or attitude;
- incontinence not related to any medical diagnosis;
- self-harming;
- poor concentration, withdrawal, sleep disturbance;
- excessive fear/apprehension of, or withdrawal from, relationships;
- fear of receiving help with personal care;
- reluctance to be alone with a particular person.

Psychological or emotional abuse:

- an air of silence when a particular person is present;
- withdrawal or change in the psychological state of the person;
- insomnia;
- low self-esteem;
- uncooperative and aggressive behaviour;
- a change of appetite, weight loss/gain;
- signs of distress: tearfulness, anger;
- apparent false claims, by someone involved with the person, to attract unnecessary treatment.

Financial or material abuse:

- missing personal possessions;
- unexplained lack of money or inability to maintain lifestyle
- unexplained withdrawal of funds from accounts;
- power of attorney or lasting power of attorney (LPA) being obtained after the person has ceased to have mental capacity;
- failure to register an LPA after the person has ceased to have mental capacity to manage their finances, so that it appears that they are continuing to do so;
- the person allocated to manage financial affairs is evasive or uncooperative;
- the family or others show unusual interest in the assets of the person;
- signs of financial hardship in cases where the person's financial affairs are being managed by a court appointed deputy, attorney or LPA;
- recent changes in deeds or title to property;
- rent arrears and eviction notices;
- a lack of clear financial accounts held by a care home or service;
- failure to provide receipts for shopping or other financial transactions carried out on behalf of the person;
- disparity between the person's living conditions and their financial resources, e.g. insufficient food in the house;
- unnecessary property repairs.

Domestic violence or abuse:

- low self-esteem;
- feeling that the abuse is their fault when it is not;
- physical evidence of violence such as bruising, cuts, broken bones;
- verbal abuse and humiliation in front of others;
- fear of outside intervention;
- damage to home or property;
- isolation – not seeing friends and family;
- limited access to money.

Modern slavery:

- signs of physical or emotional abuse;
- appearing to be malnourished, unkempt or withdrawn;
- isolation from the community, seeming under the control or influence of others;
- living in dirty, cramped or overcrowded accommodation and or living and working at the same address;
- lack of personal effects or identification documents;
- always wearing the same clothes;
- avoidance of eye contact, appearing frightened or hesitant to talk to strangers;
- fear of law enforcers.

Organisational or institutional abuse:

- lack of flexibility and choice for people using the service;
- inadequate staffing levels;
- people being hungry or dehydrated
- poor standards of care;
- lack of personal clothing and possessions and communal use of personal items;
- lack of adequate procedures;
- poor record-keeping and missing documents;
- absence of visitors;
- few social, recreational and educational activities;
- public discussion of personal matters;
- unnecessary exposure during bathing or using the toilet;
- absence of individual care plans;
- lack of management overview and support.

Neglect and acts of omission:

- poor environment – dirty or unhygienic;
- poor physical condition and/or personal hygiene;
- pressure sores or ulcers;
- malnutrition or unexplained weight loss;
- untreated injuries and medical problems;
- inconsistent or reluctant contact with medical and social care organisations;
- accumulation of untaken medication;
- uncharacteristic failure to engage in social interaction;
- inappropriate or inadequate clothing.

Self-neglect:

- very poor personal hygiene;
- unkempt appearance;
- lack of essential food, clothing or shelter;
- malnutrition and/or dehydration;
- living in squalid or unsanitary conditions;
- neglecting household maintenance;
- hoarding;
- collecting a large number of animals in inappropriate conditions;
- non-compliance with health or care services;
- inability or unwillingness to take medication or treat illness or injury.

Peer on peer abuse (mate crime):

This is most likely to include, but may not be limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, etc;
- sexual violence, such as rape, assault by penetration and sexual assault;
- upskirting, which involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Cuckooing:

- unexplained absences from College or the workplace;
- disclosures of guests staying at the home; living in squalid or unsanitary conditions
- signs of physical abuse;
- neglecting household maintenance;
- signs of emotional abuse.
- signs of drug use;
- an increase or a start of anti-social behaviour.

Cyber bullying:

- signs of emotional abuse;
- unwilling to go online or being overly attached to being online.

Forced Marriage:

- unexplained absences from College or the workplace;
- signs of physical, sexual and emotional abuse;
- being afraid to go on family holidays;
- being more withdrawn from friends;
- not answering calls or texts

Serious violence

All staff should be aware of indicators, which may signal that a child or vulnerable adults are at risk from, or are involved with serious violent crime.

Child sexual exploitation (CSE)

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 young person under the age of 18 into sexual activity in exchange for something the victim wants and/or for the financial advantage or increased status of the perpetrator or facilitator.

Child criminal exploitation: County lines

Criminal exploitation of young people is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. County lines can affect any child or vulnerable adult, male or female and can still be exploitation even if activity appears consensual.

Some of the following signs may be indicators of CSE, County lines and serious violence:

- young people who regularly miss College or do not take part in education;
- a change in friendship or relationships with older individuals or group;
- a significant decline in performance;
- signs of self-harm or a significant change in emotional wellbeing;
- signs of assault or unexplained injuries;
- unexplained gifts or new possessions;
- young people who misuse drugs and alcohol;
- young people who go missing for periods of time or regularly come home late;

Appendix 2

Disclosure Form

For attention of:	Designated Safeguarding Lead		
Discloser:			
Date:		Time:	

Name of person whom the disclosure relates to if different to the named above:
Name of any other persons present:
Date, time and place information disclosed:
What prompted the disclosure:
Describe the situation and what the discloser was wearing:
If present describe any visible physical injury (clothing should not be removed to inspect):
If know the name and details of the alleged perpetrator/s:
Date, time and place where the alleged abuse happened:

Key dates or other information:

Details of information disclosed. The nature of the allegation or concern

(must be drafted in the child or adult at risk's words and should not include the assumptions or opinions of others)

DRAFT

Signed member of staff reporting disclosure:

Print name:

Job Title and Department:

Safeguarding Children and Vulnerable Adults Procedural Flowchart

