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| **Headstart School Adult Safeguarding Policy** |
| Date | September 2022 |
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| Author | Headteacher |
| Reviewer | Deputy Headteacher/DSL |
| Approver | Governor Advisory Board |
| Review Date | September 2024 |

# Documentation Distribution

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| All staff/volunteers | Y |
| Governing Body | Y |
| Parents on request | Y |
| Published on school website | N |

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| **Headstart is committed to safeguarding and promoting the welfare of adult and expects all staff and volunteers to share this commitment.****Vision, Mission and Values**Headstart Mission Statement - Positive Learning for Life Headstart School aims to give every student the opportunity to:* Build self-esteem and self-awareness
* Take ownership of their learning and build independent learning skills
* Gain accredited qualifications and vocational skills
* Acquire the necessary social skills to integrate into society
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| **Policy Principles/Aims:** |
| * To ensure Headstart school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all adults at risk
* To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
* To ensure that the practice of Headstart school meets local and national guidance and all statutory requirements are in place.
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| **Statutory Guidance:** |
| The Care Act 2014 was a major step forward in safeguarding adults who are experiencing, or are at risk of, abuse or neglect, and are unable to protect themselves.Sections 42 to 47 of the Care Act set out the legal duties and responsibilities in relation to adult |
| safeguarding.The legal framework for the Care Act 2014 is supported by Care and Support Statutory Guidance which provides information and guidance about how the Care Act should operate in |
| practice. The guidance has statutory status which means that there is a legal duty to have regard to it when working with adults with needs for care and support and carers.A full and comprehensive adult safeguarding policy can be found here: Welcome to Sussex Safeguarding Adults Policy and Procedures |
| **Associated Policies:** |
| * First Aid and Administration of Medication Policy
* Care of Medical Conditions Policy
* Anti-Bullying Policy
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| * Attendance Policy including Children Missing from Education Procedures.
* Behaviour Policy
* Complaints procedure
* Equal Opportunity and Diversity Policy
* Health and Safety Policy and other linked policies and risk assessments
* ICT Acceptable Use Policy
* Positive Handling Policy and Guidance
* PSHE Policy
* RSE Policy
* Online Safety
* Safer Recruitment policy
* Special Educational Needs and Disabilities Policy and information report
* Spiritual, Moral, Social and Cultural Development Policy
* Whistleblowing and Low-Level Concern Policy
* Visitors Policy

A full and comprehensive adult safeguarding policy can be found here: Welcome to Sussex Safeguarding Adults Policy and Procedures |

**Contents:**

Adult Safeguarding policy Page 4

Appendix A - Promoting Wellbeing Page 19

Appendix B - Raising a Safeguarding Concern Page 20

Appendix C - Types of abuse Page 21

Appendix D **-** Overview of the Safeguarding Process Page 22

# Adult at Risk Statement:

Our School is committed to safeguarding adults at risk and promoting their welfare and expects all staff, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect adults at risk by reporting anything that might suggest an adult at risk is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. Headstart School seeks to work in partnership with families and other agencies to improve the outcomes for adults at risk who are vulnerable or in need.

The policy and procedures update and replaces the ‘Policy and Procedures for Safeguarding Adults at Risk, May 2013’ and has been commissioned and agreed by Brighton & Hove, East Sussex and West Sussex Safeguarding Adults Boards.

This policy has been updated to include referrals to Channel in compliance with the Prevent Duty.

Headstart School further reinforces their duty of care to all students, irrespective of age or vulnerability, within all relevant training, guidance, policies and procedures, deriving from:

* + Common law duty of care/in loco parentis
	+ Statutory duty of care and sector specific guidance and legislation
	+ Duty arising from the contract of employment

# Definitions:

The Care Act 2014 sets a clear framework for how local authorities should protect adults at risk of abuse or neglect. The Act places a duty on local authorities to make enquiries, or cause others to do so, if it believes that an adult:

* + has needs for care and support (whether or not the authority is meeting those needs) and
	+ is experiencing, or is at risk of, abuse or neglect, and
	+ as a result of those needs is unable to protect himself or herself against the abuse or the neglect or the risk of it.

*‘Where an adult at risk is suffering significant harm, or is likely to do so, action should be taken to protect that adult at risk.’*

# Key Principles:

* + The adult at risk needs and welfare are paramount. All adults at risk have a right to be protected from abuse and neglect and have their welfare safeguarded.
	+ All staff should maintain an attitude of “it could happen here” where safeguarding is concerned.
	+ Adults at risk should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the adult at risk, to protect them.
	+ The school recognises that scrutiny, challenge and supervision are key to safeguarding adults at risk.
	+ The school is committed to working with other agencies to provide early help for adults at risk before they become at risk of harm.
	+ All staff should be aware of the importance of identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment.
	+ All staff should be aware of the process for making referrals to Adult Services where an adult at risk is suffering, or likely to suffer, significant harm and understand the role they might be expected to play in such assessments that may follow a referral.
	+ All staff have responsibility to report their concerns about an adult at risk without delay to the School’s Safeguarding Team. Whilst the Safeguarding Team will normally make referrals to Adult Services, anyone can refer their concerns to Adult Services directly in emergencies or if they feel they need to do so.
	+ Everyone has responsibility to escalate their concerns and ‘press for reconsideration’ if they believe an adult at risk’s needs remain unmet or if the adult at risk is failing to thrive and in need or if the adult at risk is at risk of harm.
	+ The school will work in partnership with other agencies to promote the welfare of adults at risk and protect them from harm, including the need to share information about them in order to safeguard them.
	+ The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
	+ The school will follow the Local Safeguarding Adults Board procedures and provide them with information as required.
	+ Adults at risk have a right to learn ways to keep themselves safe from harm and exploitation.
	+ All staff will work to the 6 Principles of Safeguarding as defined by The Care Act 2014:

**O Accountability O Empowerment O Partnership**

**O Prevention**

**O Proportionality O Protection**

1. **Legislation and Guidance:**

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’ (CTSA 2015). ‘The fundamental aims of Prevent, as part of the revised 2018 Contest Strategy are, “to safeguard vulnerable people to stop them becoming terrorists or supporting terrorism.” (**Work Based Learners and the Prevent Statutory Duty 2018).** The DfE has provided statutory guidance for colleges and childcare providers**: ‘Revised Prevent Duty Guidance: England and Wales’** (DfE 2019). The guidance summarises the requirements of colleges in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying adults who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Equally, adults at risk will be made aware of the risks and support available to them. We will ensure that adults at risk are safe from terrorist and extremist material when accessing the internet in school. The Government has developed an **‘educate against hate’** website providing information and resources for colleges and parents to support them to recognise and address extremism and radicalisation in young and/or vulnerable people.

**The Teaching Standards (DfE 2013)** also requires all tutors to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside College, including:

* + treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a tutor’s professional position
	+ having regard for the need to safeguard students’ wellbeing, in accordance with statutory provisions
	+ showing tolerance of and respect for the rights of others

# The school will also take account of additional guidance and legislation including:

**The Equality Act 2010**

**Special educational needs and disability code of practice:** 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (DfE 2015)

**Criminal Exploitation of children and vulnerable adults:** County Lines Guidance (DFE, 2017)

**Information sharing:** Advice for practitioners providing safeguarding services (HMG,2018)

**Revised Prevent Duty Guidance**: for England and Wales (DfE, 2019)

How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for colleges)

# Communicating with parents and visitors:

The school is committed to the principles of safeguarding where a person centred approach is fundamental to safeguarding and promoting the welfare of every adult at risk. An adult at risk centred approach means keeping them in focus when making decisions about their lives and working in partnership with them and their families.’

The following statement is made available to parents/carers through the school website so they are aware of the school’s responsibilities:

‘Our school is committed to safeguarding adults at risk and promoting their welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect adults at risk by reporting anything that might suggest an adult at risk is being abused or neglected.’

’The school also has a statutory responsibility to share any concerns it might have about a child or adult at risk in need of protection with other agencies and in particular police, health and social services. School has a legal duty to refer child or adult at risk. In most instances the school will be able to inform the parents/carers of its need to make a referral; however, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by adult services or the police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child or adult at risk.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child or adult at risk and family.

The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance.

‘Our school is committed to safeguarding children and adults at risk and promoting their welfare and expects all staff, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children and adults at risk by reporting anything that might suggest they are being abused or neglected. We would expect you to also report to the Designated Safeguarding Team any behaviours of any adults working in the school that may concern you. By signing in, you are agreeing to follow the school’s safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers’

The names and photographs of the Designated Safeguarding Lead and Safeguarding Team are displayed in each school site.

# Roles and responsibilities:

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| --- | --- | --- | --- |
| **Role** | **Name** | **Contact number** | **Email** |
| Designated Safeguarding Leadand Deputy Headteacher | Dawn Hartland | Crouch 01424 893803ext:192 Oakfield 01825 729468ext:468 | dhartland@headstartschool.co.uk |
| Deputy Designated Safeguarding Leadand Executive Headteacher | Scott Fasciolo- Barnes | Crouch 01424 893803ext:198 Oakfield 01825 729468ext:468 | sfasciolo barnes@headstartschool.co.uk |
| Deputy Designated Safeguarding Lead | Ryan Alexander – Crouch Farm site | Crouch 01424 893803ext:193 | ralexander@headstartschool.co.uk |
| Deputy Designated Safeguarding Lead | Chris Weatherley – Oakfield site | Oakfield 01825 729468 ext:648 | cweatherley@headstartschool.co.uk |
| Deputy Designated Safeguarding Lead | Debbie Hoyland – Crouch and Oakfield sites | Crouch 01424 893803ext:192 Oakfield 01825 729468ext:648 | dhoyland@headstartschool.co.uk |
| Deputy Designated Safeguarding Lead | Sue Carnell – Oakfield Site | N/A | s.carnell@headstartschool.co.uk |
| LAC Coordinator | Elaine Prentice | Crouch 01424 893803ext:003 | e.prentice@headstartschool.co.uk |
| Chair of Governors | Nicki Dann | Crouch 01424 893803ext:557 | ndann@headstartschool.co.uk |
| Safeguarding Governor |  | Crouch 01424 893803ext:557 |  |
| Local Authority Designated Officer(LADO and Assistant Lado) | LADO, Sam Efde and Assistant LADO, Susan Giles | - | Consultation via the online portal here  |
| East Sussex Adult Social Care: |  | 0345 60 80 191 (01424724444) | Report a concern about an adult https://[www.eastsussex.gov.uk/social-](http://www.eastsussex.gov.uk/social-) care/worried/report |

**The Governing body should ensure that:**

* + The school meets the statutory responsibilities set out in relevant legislation and local guidance
	+ This policy is reviewed at least annually by the full governing body and available to parents/carers on request.
	+ There is a named Designated Safeguarding Lead who is a member of the School’s Senior Leadership Team. There are colleagues trained to provide cover for the role.
	+ The school has procedures in keeping with the East Sussex Safeguarding Adults Board for dealing with any allegations made against any adult working within the School.
	+ There is a nominated governor, usually the Chair, who is the case manager for managing any allegations against the Headteacher.
	+ There is an additional nominated safeguarding governor to liaise with the Designated Safeguarding Lead and champion safeguarding on behalf of the board.
	+ The school follows safer recruitment procedures, including the statutory pre- employment checks on all staff. The safeguarding governor together with the Headteacher review the College’s single central record.
	+ The school itself is a safe environment where the views of adults at risk and families are listened to and where adults at risk are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
	+ The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.
	+ The school scrutinises the impact of its training strategy so that all staff, including temporary staff and volunteers, are aware of the school’s safeguarding policies and procedures. All staff must have safeguarded training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training requirements.
	+ The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.
	+ All safeguarding practices are quality assured by the Designated Safeguarding Lead, including the auditing of safeguarding records.
	+ The governing body will appoint an appropriately trained designated person to promote the educational achievement of adults at risk who are looked after.

Governing bodies are accountable for ensuring the school has effective policies and procedures in line with local and national guidance, and for monitoring the school’s compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual adult at risk cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

# The Headteacher will ensure that:

* + The Single Central Record is up to date and the safer recruitment practices are followed in line with the school’s Recruitment and Selection Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training.
	+ Job descriptions and person specifications for all roles make specific reference to adult at risk protection and safeguarding.
	+ There is a listening culture within the school where both staff and adults at risk can raise concerns about poor or unsafe practices.
	+ Referrals are made to the Disclosure and Barring Service as appropriate.
	+ They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
	+ The Designated Safeguarding Lead has a job description in keeping with safeguarding requirements and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for te Designated Safeguarding Lead who have undertaken the same training.
	+ The curriculum provides opportunities to help students stay safe especially when online. Adults at risk should be aware of the support available to them.
	+ In keeping with the Prevent Duty reasonable checks are made on visiting speakers.
	+ The Headteacher should ensure that the policies and procedures, adopted by their governing bodies (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

# Designated Safeguarding Lead

The Designated Safeguarding Lead will quality assure the school’s adult at risk practices including the auditing of safeguarding records and the supervision of the Safeguarding team to ensure that actions and decisions are reviewed appropriately, and that staff’s emotional needs are met.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility should not be delegated.

# The latest safeguarding legislation set out the broad areas of responsibility for the Designated Safeguarding Lead:

**Managing Referrals**

The Designated Safeguarding Lead is expected to:

* + Refer cases of suspected abuse to the local authority Adult Services as required;
	+ Support staff who make referrals to Adult Services;
	+ Refer cases to the Channel programme where there is a radicalisation concern as required;
	+ Support staff who make referrals to the Channel programme;
	+ Refer cases where a person is dismissed or left due to risk/harm to an adult at risk to the Disclosure and Barring Service as required; and
	+ Refer cases where a crime may have been committed to the Police as required

# Work with Others

* + Liaise with the Headteacher to inform him or her of issues especially ongoing serious safeguarding concerns and police investigations;
	+ Liaise with staff (especially support staff, first aiders) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

# Undertake training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:

* + Understand the assessment process for providing support, including Adult Services’ referral arrangements.
	+ Ensure each member of staff has access to and understands the School’s Adult at risk policy and procedures, especially new and part time staff;
	+ Are alert to the specific needs of adults at risk in general and those with special educational needs and young carers;
	+ Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
	+ Understand the importance of information sharing, both within the college, and with the three safeguarding partners, other agencies, organisations and practitioners;
	+ Are able to keep detailed, accurate, secure written records of concerns and referrals;
	+ Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting adults at risk from the risk of radicalisation;
	+ Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep adults at risk safe whilst they are online at school;
	+ Can recognise the additional risks that adults with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND adults to stay safe online
	+ Obtain access to resources and attend any relevant or refresher training courses; and
	+ Encourage a culture of listening to adults at risk and taking account of their wishes and feelings, among all staff, and any measures the College may put in place to protect them.

# Raise Awareness

The Designated Safeguarding Lead should ensure the school’s adult at risk protection policies are known, understood and used appropriately;

* + Ensure the school’s adult at risk policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
	+ Ensure the adult at risk policy is available publicly and parents/ carers know referrals about suspected abuse or neglect may be made and the role of the school in this; and
	+ Link with the local East Sussex Safeguarding Adults Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding

# Adult at risk file

* + Where adults at risk leave the school ensure their adult at risk protection file is transferred to the new college upon request. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. Receiving colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
	+ In addition to the adult at risk protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new college in advance of an adult at risk leaving. For example, information that would allow the new college to continue supporting victims of abuse and have that support in place for when the adult at risk arrives.

# Availability

During term time the Designated Safeguarding Lead (or a deputy) will be available (during school hours) for staff in the school to discuss any safeguarding concerns. The Designated Safeguarding Lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. The Headteacher will normally be informed of any allegations against staff and will ensure appropriate referrals to the Disclosure and Barring Service or Teaching Regulation Agency are made. In addition to the above the Designated Safeguarding Lead is also expected to ensure that:

* + A training log is kept of safeguarding training include the names of those attending. All staff must have regular training and updates.
	+ The school attends and contributes to multi-agency meetings, ensuring actions are completed in a timely manner.
	+ The school escalates its concerns with other agencies when an adult at risk’s needs are not being met following the Local Safeguarding Board Escalation and Resolution Policy.
	+ All members of the Safeguarding Team have received appropriate training; that all referrals made are quality assured and the supervision is provided to the Safeguarding Team to monitor all decisions and action taken and the wellbeing of each team member.

# All staff (and volunteers) should:

* + Contribute to ensuring students learn in a safe environment.
	+ Recognise that any adult at risk will benefit from timely support, but should be particularly alert to the potential need for an adult at risk who:
		- is disabled and has specific additional needs so has special educational needs
		- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
		- is misusing drugs or alcohol themselves
		- is at risk of modern slavery, trafficking or exploitation
		- is showing early signs of abuse and/or neglect
		- is at risk of being radicalised or exploited
	+ Report any concerns about an adult at risk’s welfare without delay to:
		- the Safeguarding Team in line with published procedures
		- the Designated Safeguarding Lead, or in their absence a senior member of staff
	+ Understand that any member of staff can make a referral to Adult Services should that be required, informing the Safeguarding Team of any action taken.
	+ Report any concerns without delay about the behaviour of staff towards an adult at risk to the Headteacher, Designated Safeguarding Lead or the Chair of Governors.
	+ Understand their responsibility to escalate their concerns and ‘press for reconsideration’ if an adult at risk remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Adults Services if required to do so.
	+ Follow all School’s policies including this policy and the School’s Code of Conduct.
	+ Be aware safeguarding issues can manifest themselves via child on child abuse
	+ Understand that some adults at risk, including those with Special Educational Needs, may be more vulnerable to abuse.
	+ Adults at risk with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:
		- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to their disability without further exploration;
		- adults at risk with SEN and disabilities can be disproportionally impacted by things like bullying -without outwardly showing any signs; and
		- ‘communication barriers and difficulties in overcoming these barriers.’ (DfE 2016)
	+ Have access to the school’s Code of Conduct and Whistleblowing policy.

# Procedures for reporting adult at risk protection or adult at risk welfare concerns:

* + All concerns should be reported without delay following the school’s published Safeguarding Policies /Reporting Procedures. This includes a written account of the concerns completed on the school Behaviour Watch Safeguarding system
	+ Consideration will need to be given to immediately protecting the adult at risk and contacting the police and/or ringing for an ambulance if the adult at risk is injured or at risk of immediate harm.
	+ The Designated Safeguarding Lead or Deputy Designated Safeguarding Leads will take immediate action and will make a referral to Adult Services by telephone if an adult at risk is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.

# Reporting concerns to the local authority

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| Area | **Reporting an adult safeguarding concern to the local authority** | **Reporting a child safeguarding concern to the local authority** |
| East Sussex | **East Sussex County Council**Raise a concern using the online formContact Health and Social Care Connect on 0345 60 80 191Email Health and Social Care Connect For out of hours contact 0345 60 80 191 and select menu option 2 | **East Sussex County Council**Contact the Single Point of Advice (SPoA) on 01323 464 222 or by emailFor out of hours contact the Emergency Duty Service on 01273 335 905 or 01273 335 906 |
| West Sussex | **West Sussex County Council**Raise a safeguarding concern using the online formContact the Adults’ Care Point on 01243 642 121Email adults.carepoint@westsussex.gov.uk | **West Sussex County Council**Raise a concern using the online formContact the Multi-Agency Safeguarding Hub (MASH) on 01403 229 900For out of hours contact 0330 222 6664 or07711 769 657 |

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|  | For out of hours contact 0300 222 7007 |  |
| Brighton and Hove | **Brighton and Hove City Council**Raise a concern using the online formEmail Health and Adult Social Care's Safeguarding Hubat hascsafeguardinghub@brighton- hove.gov.ukIf you have concerns that someone may have care and support needs contact the Access Point on 01273 295 555 oremail accesspoint@brighton-hove.gov.uk | **Brighton and Hove City Council**Contact the Front Door for Families on 01273 290 400Email FrontDoorForFamilies@brighton- hove.gov.ukFor out of hours contact 01273 335 905 or01273 335 906 |
| Kent | **Kent County Council**Raise a concern using the online formContact Kent Front Door by calling 03000 41 61 61 (text relay 18001 03000 41 61 61)email social.services@kent.gov.uk.For out of hours contact 03000 41 91 91. | **Kent County Council**Raise a concern using the online portalContact 03000 41 11 11 (text relay 1800103000 41 11 11)email Frontdoor@kent.gov.uk Out of Hours Services on 03000 41 91 91. |

* + The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the SAB procedures (East Sussex, West Sussex and Brighton and Hove SAB) and consider the adult at risk’s needs and consider whether a referral to Adult Services is needed.
	+ Concerns about an adult at risk should always lead to timely support. The school may need to escalate its concerns with Adult Services to ensure a referral is accepted.

Concerns that an adult at risk is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel referral being made to the Local Authority’s Prevent and Channel team.

# Managing allegations against staff and volunteers working at the school

All staff and volunteers must report any concerns about a member of staff’s behaviour towards adults at risk to the Headteacher. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the Headteacher should be raised with Chair of Governors.

The school’s policy and procedures will support everyone to take action.

# Allegations of abuse against another student (child on child abuse)

All concerns must be reported and discussed with the Safeguarding Team (or Designated Safeguarding Lead). This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting (sexual imagery). Staff should recognise that adults at risk are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by adults at risk or others should never be passed off as ‘banter’.

Adults at risk with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these adults at risk. Adults at risk who are LGBT or perceived to be, may also be targeted by their peers, and harassed or assaulted.

Victims of child on child harm will be supported by the school’s student support system and referred to specialist agencies including, as examples, CAMHS. A risk assessment may need to be in place. The school’s curriculum will support all students to become more resilient to inappropriate behaviours towards them.

# Online safety, data protection and the use of mobile phones and digital photographic equipment

Staff should also report any concerns about any inappropriate use of technology to the Safeguarding Team, Deputy Designated Safeguarding Leads or senior member of staff.

The school’s Online and Acceptable Use policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers which sets out the use of new technologies, mobile phones and personal photographic equipment around adults at risk.

Staff should bring immediately to the attention of the Safeguarding Team any behaviours by adults or adults at risk themselves that may be risky or harmful.

# Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that an adult at risk has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained mental health professionals can attempt to make a diagnosis of a mental health problem. School staff, however, are well placed to observe individual students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where the adults at risk have suffered abuse and neglect, or other potentially traumatic adverse experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff in school are aware of how these experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a student that is also a safeguarding concern, immediate action is taken, and refer the individual at risk to the safeguarding team following established procedures.

# Up skirting

All staff are made aware that ‘up skirting’ is now a criminal offence. A definition has been included which describes up skirting as, “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 cause the victim humiliation, distress or alarm” (DfE, 2020)

# Safe recruitment

The school will ensure that all appointments follow its recruitment policy and the guidance set out in its Safeguarding Policy. At least one member of the appointments panel will have undertaken safer recruitment. The school will undertake all the require DFE pre- employments checks and where appropriate record these checks on the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks.

The school is required to make all relevant checks including the Disclosure and Barring Service (DBS) checks to ensure that staff recruited are appropriate for an educational environment. Appropriate action will be taken against staff (in service) who have committed a relevant offence. This includes reporting them to Disclosure and Barring Service.

# The safeguarding curriculum

The school will ensure it has a curriculum map which sets out how its students keep themselves safe from harm. Adults at risk will be supported to develop their understanding, where appropriate, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. The school will ensure the curriculum promotes British Values as set out in the Counter Terrorism and Security Act 2015.

# Confidentiality, information sharing, record keeping and retention

Staff will be told of concerns about an adult at risk on a ‘need to know basis’. The school understands the need to keep its safeguarding records securely.

Where requested by a new provider school will transfer records securely to the next setting and discuss the adult at risk’s needs.

The school will retain records in keeping with legal guidelines.

Staff cannot promise adults at risk confidentiality but must always act in their best interest and share disclosures made by the adult at risk or others with the Safeguarding Team.

The school will aim to seek consent of individual or their carers before sharing information with other agencies, however legislation states that colleges and other agencies can share information without this consent in particular circumstances.

**Appendix A - Promoting Wellbeing**

All organisations working with adults who are, or may be at risk of, abuse and neglect, must aim to ensure that adults in their care remain safeguarded from harm. This should underpin every activity through effective safeguarding adults work.

The Care Act states that local authorities must promote wellbeing when carrying out any of their care and support functions in respect of a person. This may sometimes be referred to as ‘the wellbeing principle’ because it is a guiding principle that puts wellbeing at the heart of care and support. ‘Wellbeing’ is a broad concept, and it is described as relating to the following areas:

* Personal dignity (including treatment of the individual with respect).
* Physical and mental health and emotional wellbeing.
* Protection from abuse and neglect.
* Control by the individual over their day-to-day life.
* Participation in work, education, training or recreation.
* Social and economic wellbeing.
* Domestic, family and personal.
* Suitability of accommodation.
* The individual’s contribution to society.

The wellbeing principle should apply to all agencies involved in safeguarding adults.

**Wellbeing Principles**



**Appendix B: Raising a Safeguarding Concern**

Anybody can raise a safeguarding concern for themselves or for another person.

**What is a safeguarding concern?**

A ‘safeguarding concern’ is when any person has a reasonable cause to believe that:

* an adult has needs for care and support and,
* may be experiencing, or is at risk of abuse or neglect and,
* is unable to protect themselves from that abuse or neglect because of their care and support needs.



# Appendix C - Types of abuse. This list is not exhaustive.

|  |  |
| --- | --- |
| **Abuse type:** | **Behaviour includes:** |
| Physical | being pushed, shaken, pinched, hit, held down, locked in a room,restrained inappropriately, or knowingly giving an adult too much or not enough medication. |
| Sexual | an adult being made to take part in sexual activity when they do not, or cannot, consent to this. It includes rape, indecent exposure, inappropriate looking or touching, or sexual activity where the other person is in aposition of power or authority. |
| Financial | misusing or stealing an adult’s money or belongings, fraud, postal or internet scams tricking adults out of money, or pressuring an adult into making decisions about their financial affairs, including decisions involvingwills and property. |
| Neglect | not meeting an adult’s physical, medical or emotional needs, either deliberately, or by failing to understand these. It includes ignoring an adult’s needs, or not providing them with essential things to meet theirneeds, such as medication, food, water, shelter and warmth. |
| Self-neglect | being unable, or unwilling, to care for their own essential needs, including their health or surroundings (for example, their home may be infested byrats or very unclean, or there may be a fire risk due to their obsessive hoarding). |
| Psychological or emotional | being shouted at, ridiculed or bullied, threatened, humiliated, blamed for something they haven’t done, or controlled by intimidation or fear. Itincludes harassment, verbal abuse, cyber-bullying (bullying which takes place online or through a mobile phone) and isolation. |
| Discriminatory | forms of harassment, ill-treatment, threats or insults because of an adult’s race, age, culture, gender, gender identity, religion, sexuality, physical orlearning disability, or mental-health needs. Discriminatory abuse can also be called ‘hate crime’. |
| Modern slavery | an adult being forced to work for little or no pay (including in the sex trade), being held against their will, tortured, abused or treated badly by others.Click here to access more information on Modern Slavery. |
| Domestic violence | psychological, physical, sexual, financial or emotional abuse by someone who is a family member or is, or has been, in a close relationship with the adult being abused. This may be a one-off incident or a pattern of incidents or threats, violence, controlling or coercive behaviour. It also includes so called ‘honour’ based violence, being forced to marry or undergo genitalmutilation. |
| Organisational | neglect and providing poor care in a care setting such as a hospital or care home, or in an adult’s own home. This may be a one-off incident, repeated incidents or on-going ill-treatment. It could be due to neglect or poor carebecause of the arrangements, processes and practices in an organisation. |

**Appendix D: Overview of the Safeguarding Process**

An outline of the framework which should be followed when responding to safeguarding concerns and undertaking enquiries. It sets out the expectations regarding the standards, roles and responsibilities of agencies and organisations and practice of staff and managers involved in safeguarding work.

