

John Leggott College

Adult Safeguarding Policy and Procedures

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1. Statement

John Leggott College considers it the duty of the staff and volunteers to protect adults at risk who they come into contact with from abuse and / or neglect.

2. Introduction

John Leggott College is involved in providing services for a wide range of people. Some of these people are likely to be adults at risk.

John Leggott College ('the college') recognises its moral and statutory duties of care to promote and safeguard the welfare of children and adults at risk. The college staff are committed to providing a safe, positive and supportive environment in which students can learn and achieve their potential and in which they feel valued, supported and protected from all forms of abuse, neglect, exploitation and radicalisation, whatever their background and circumstances.

In order to fulfil this commitment effectively, the college will ensure that college staff have a learner-centred approach. This means that at all times staff members will adopt an 'it could happen here' approach where safeguarding is concerned. Staff members should always consider what is in the best interests of the student.

This policy is based on The Care Act 2014, the national Care and Support Statutory Guidance.

The organisation has obligations to strive to protect adults who it believes to be abused or at risk of abuse and / or neglect.

The policy and procedures have been developed to assist staff and volunteers in acting on reported or suspected abuse.

Depending upon the nature of particular services or requirements of particular commissioners or partner agencies, the policy and procedure may be supplemented by local procedures.

This policy applies to all students, governors, host families, visitors, volunteers, contractors, contracted services (cleaners and catering staff) and others, e.g. health professionals and Local Authority Children and Family Services support workers; who work in direct contact with students in the college; since abuse may take place both outside and inside the college setting.

John Leggott College will maintain a single central record (SCR) for all staff (including teacher trainees, agency and third party supply staff) of pre-appointment checks, including:

- an identity check;
- a barred list check;
- an enhanced DBS check requested/certificate provided;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK;
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.

The details of an individual will be moved to a leaver tab once they no longer work at the school or college.

Where services or activities are provided on the college premises by a contracted services provider (e.g., catering services, cleaning services, bus operators), the college will ensure that the provider concerned has appropriate policies and procedures in place regarding safeguarding.

3. Definitions

The safeguarding duties apply to an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs).
- Is experiencing, or at risk of, abuse or neglect.
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Abuse and neglect

You should not limit views on what constitutes abuse or neglect as they can take many forms and the circumstances of the individual case should always be considered.

4. Categories of abuse

Physical abuse	Including assault, hitting, slapping, pushing, misuse of medication, restraint, inappropriate physical sanctions
Domestic abuse	Including psychological, physical, sexual, financial, emotional abuse, so called 'honour' based violence
Sexual abuse	Including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure, sexual assault, sexual acts to which the adult has not consented or was pressured into consenting
Psychological abuse	Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation, unreasonable and unjustified withdrawal of services or support networks
Financial or material abuse	Including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, the misuse or misappropriation of property, possessions or benefits
Modern Slavery	Encompasses slavery, human trafficking, forced labour and domestic servitude, traffickers and slave masters using whatever means they have at their disposal or coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment
Discriminatory abuse	Including, harassment, slurs or similar treatment: because of race; gender and gender identity; age; disability; sexual orientation; religion
Organisational abuse	Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of structure, policies, processes and practices within an organisation
Neglect and acts of omission	Including, ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the

	necessities of life, such as medication, adequate nutrition and heating
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5. The Six Safeguarding Principles

The following six principles underpin all adult safeguarding work :

Empowerment	People are supported and encouraged to make their own decisions and informed consent.
Prevention	It is better to take action before harm occurs.
Proportionality	The least intrusive response to the risk presented.
Protection	Support and representation for those in greatest need.
Partnership	Local solutions through services working with their communities. Communities have a part to play preventing, detecting and reporting neglect and abuse.
Accountability	Accountability and transparency in delivering safeguarding.

6. Making Safeguarding Personal (MSP)

The adult at risk and/or their representative should be as involved as possible and to the extent to which they would like. MSP should be person-led and outcome-focused. It engages the person in a conversation about how best to respond to their safeguarding situation, in a way that enhances involvement, choice and control as well as improving quality of life, wellbeing and safety.

MSP is about seeing people as experts in their own lives and working alongside them.

7. Responsibilities of staff and volunteers

7.1 Our Governing Body will ensure that:

- governors will hold an enhanced DBS check and have been subject to a Section 128 check.
- there is a named Safeguarding Governor who is assured that the Single Central Record is checked and in line with KCSIE 2023.
- the college has an effective Safeguarding and Adult Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available upon request. The policy will be reviewed and updated on an annual basis or earlier if required.
- they receive the annual safeguarding audit in the Autumn Term prior to it being sent to the local authority.
- the college has a code of conduct/staff handbook and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/student relationships and communications including the use of social media.
- the college operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training in line with college policies.
- the college has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (See Appendix 3: Allegations against staff – reporting procedures).
 - the college has appropriate electronic filtering and monitoring systems in place to ensure that adults at risk are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what can be taught

- a senior member of the college's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding, child and adult protection.
- the college has one or more deputy DSLs who are trained to the same standard as the lead DSL.

7.2.1 Our Senior Leadership Team will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff
- sufficient resources and time are allocated to enable the Safeguarding Team to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of adults.
- there are arrangements in place for safeguarding supervision for the Safeguarding Team
- all staff and volunteers feel able to raise concerns about poor or unsafe practice, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- the Safeguarding Team are supported in providing a contact for the college to provide a report and attend Case Conferences and reviews out of college term time when needed
- allegations regarding staff or any other adults in college are referred to the Local Authority, as set out in the Managing Allegations procedure
- staff undertake appropriate safeguarding training, including host families of international students
- individuals are referred to the Disclosure and Barring Service

7.3 Our DSL (as stated in KCSIE 2023) is a member of the SLT and takes lead responsibility for child protection, adults at risk and safeguarding and is expected to refer cases, along with the Safeguarding Team:

- of suspected abuse and neglect to the local authority team, as required and support staff who make referrals to local authority
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a student to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

7.4 The Safeguarding Team are expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the principal to inform him or her of issues- especially ongoing enquiries and police investigations
- as required, liaise with the "case manager" (as per part four KCSIE 2023)
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that student's needs are considered holistically

- liaise with the senior mental health lead and, where available, the Wellbeing Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Senior Leadership Team and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students in need are experiencing, or have experienced, and identifying the impact that these issues might be having on attendance, engagement and achievement at college. This includes:
 - ensure that the college knows who its cohort who have or have had a social worker are, understanding their academic progress and
 - attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable
 - adjustments to help adults who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on learner's educational outcomes.

7.5 All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the college's policies and procedures
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify adults who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend/engage with annual whole college safeguarding training and other appropriate training identified
- provide a safe environment in which students can learn
- inform the safeguarding team of any concerns about a student immediately following college's safeguarding reporting procedures (see Appendix 4)
- inform the Deputy Principal of any concerns regarding an adult within school at the earliest opportunity
- inform the Chair of Governors of any concerns regarding the Principal at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously or escalate concerns to the Principal/Chair of Governors
- ensure that timely information sharing is essential to effective safeguarding
- ensure that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of adults
- ensure that the Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping adults safe
- never promise a learner that they will not tell anyone about a report of abuse.
- will speak to the Safeguarding Team if they are in any doubt about sharing information

8. Disclosure of abuse

If an adult at risk discloses to you that they are being abused or any service user discloses that

they are involved in abuse of an adult at risk, action should continue as shown in Appendix 2. All action must proceed urgently and without delay.

9. Suspicion of abuse

There may be circumstances when a volunteer or member of staff suspects that an adult at risk is being abused or neglected.

It is vital that anyone who suspects an adult at risk is being neglected or abused discusses the situation immediately with his or her line manager or another member of the management team.

Action on disclosure of abuse / Making a referral

There should always be the opportunity to discuss concerns with and seek advice from colleagues, managers and other agencies, but;

- Never delay emergency action to protect an adult at risk
- Where possible always involve the adult at risk and / or their representative
- Always record any concerns and / or action taken
- The Adult Protection Team should be notified and a safeguarding concern submitted within 24 hours of the occurrence taking place
- You should always discuss the concern with your line manager / supervisor
- Any staff member may report a concern to the Adult Protection Team irrespective of the opinion of other staff

It is important for staff and volunteers to make written records of any incidents or concerns as soon as possible and if appropriate to include sketches of sites and sizes of injuries. It is also important to make a record of conversations with the adult using the same language especially names of body parts or sexual acts.

10. Preventing Abuse by Staff and Volunteers

It is important that any staff or volunteers who are likely to be working alone with vulnerable people are thoroughly vetted before being employed. At John Leggott College this means as well as references being checked there will be a requirement for offences to be declared and a Disclosure and Barring Services (DBS) check undertaken.

It may be very hard for a worker to report a concern about a colleague to a line manager but, as with all other difficulties people will come across, the safety and protection of an adult at risk must be the priority in any decision that is made.

In certain situations staff or volunteers may be required or offer to transport a learner as part of their work. As for any other activity undertaken at college, the college has a duty to carry out a risk assessment covering the health and safety of their staff and to manage known risks.

Staff should never offer to transport students outside of their normal working duties, other than in an emergency or where not doing so will put a vulnerable adult at risk. In these circumstances the matter should be recorded and reported to both their manager and, if appropriate, the individual's parents/carer.

There is an expectation that staff must have business cover on their car insurance if they are transporting learners. Any private vehicle used must meet all legal requirements.

Staff should not normally transport a learner in their car, instead a taxi should be requested. Student Services can assist in making arrangements from an operator that has been vetted by the Local Authority.

Where this is not appropriate, transport arrangements must be discussed and agreed by a line

manager in consultation the Deputy DSLs. It would also be advisable to obtain parental permission, but in any instance, staff should be wary of the possibility of false allegations being made. At least one adult additional to the driver must accompany the learner acting as escort.

11. Contact Information

Designated Safeguarding Lead (DSL)	Claire Holmes 01724 282998
Deputy Safeguarding Lead (DDSL)	Emily Watkinson 01724 282998 Katie Barker 01724 282998
North Lincolnshire's Adult Safeguarding Team	01724 297000
Police (emergency)	999
Police (non emergency)	101
School Improvement officer	Karen Hackett 07385 410798
Safeguarding Education officer	Helen Parker 07717 586534
Prevent	Stuart Minto 07717 588137 Karen Hackett 07385 410798 Charlene Sykes 07717 586580
The Blue Door	0800 197 47 87 01724 841947 (office)

Policy Owner:	Claire Holmes	Next Review Date:	July 2024
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Appendix 1: Allegations of Abuse

When a member of staff suspects that any student may have been subject to abuse, or a student has disclosed that abuse has taken place, either to themselves or another student, the allegation must be reported immediately to the Safeguarding Team. The Safeguarding Team will ensure the allegation is acted on immediately, in accordance with the locally agreed procedures. If required a risk assessment will be carried out to determine the timescales and escalation of the allegation.

Guidance for all Staff on Dealing with Disclosure / Suspected Abuse / Neglect

I. Dealing with disclosures of abuse:

- Always listen carefully and quietly – do not press for any evidence at all.
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial and body language.
- Do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; (Tell me, Explain, Describe)
- Ensure you take a written verbatim account of the learner's disclosure using the appropriate Disclosure Form.

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright'.
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance.
- Do not admonish in any way e.g. 'I wish you had told me sooner'.
- Inform the nominated safeguarding officer initially verbally.
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the Safeguarding Team.
- If the learner agrees, take them with you to the nominated safeguarding officer.

With the Safeguarding Team, prepare a detailed report itemising:

- the information revealed by the student with absolutely no **opinion**.
- actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the College.
- date and sign any written record of events and action taken and keep confidential and secure.
- you must keep, in absolute confidence, a copy of the report, as will the DSL.
- The Safeguarding Team keeps Safeguarding records centrally and securely, and are not kept in the students file.
- All staff are under a duty to report all suspicions of abuse to the Safeguarding Team.
- Accurate records are essential in the event of further investigations.

III. If you see or hear something that concerns you:

- Don't ignore it.
- Don't feel silly – if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a learner whose safety is immediately at risk – inform the appropriate Pastoral Leader.
- If it is related to a vulnerable adult being at risk – report it to the safeguarding team immediately and definitely before the vulnerable adult goes home that day.

- Concerns about adults in the college should be made directly to the Deputy Principal.

Appendix 2: Responding to reports of sexual violence and sexual harassment

It is important to note that children or adults may not find it easy to tell staff about their abuse verbally. Children or adults can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child or adults has been harmed or a child's or adults own behaviour might indicate that something is wrong.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the college should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor made to feel ashamed for making a report or their experience minimised.

When there has been a report of sexual violence, the Safeguarding Team will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Risk assessments will be recorded (written or electronic) and will be kept under review, actively considering the risks posed to all students and put adequate measures in place to protect them and keep them safe.

The Safeguarding Team will ensure they are engaging with social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school or college risk assessment is not intended to replace the detailed assessments of expert professionals and will be used to inform the school's or college's approach to supporting and protecting students and updating the college risk assessment.

The Safeguarding Team response will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the college's duty and responsibilities to protect other children and adults.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
- the ages of the learners involved (if appropriate);
- the developmental stages of the learners involved;
- any power imbalance. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)

- that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- are there ongoing risks to the victim, other children, adult students or college staff and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The starting point regarding any report will always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

There are four likely scenarios for the college to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt, with potential patterns of concerning, problematic or inappropriate behaviour been identified. Where a pattern is identified, the college will decide on a course of action, considering whether there are wider cultural issues within the college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The four scenarios are:-

- Manage internally
- Early help
- Referrals to social care
- Reporting to the Police

Appendix 3: Allegations against Staff that may meet the harms threshold

We will manage cases of allegations that might indicate a person may pose a risk of harm if they continue to work in regular or close contact with students in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed a learner, or may have harmed a learner
- Possibly committed a criminal offence against or related to a learner
- Behaved towards students in a way that indicates he/she is unsuitable to work with learners.
- behaved in way that indicates they may not be suitable to work with learners.

We will follow guidance in Keeping Children Safe in Education 2023 and Children's MARS guidance see Children's MARS procedures "Managing Allegations Against People Who Work With Children". Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

Were it is identified a learner has been harmed, that there may be an immediate risk of harm to a learner or if the situation is an emergency, we will contact children's social care or the adult protection team and as appropriate the police immediately.

We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a college is dealt with very quickly, in a fair and consistent way that provides effective protection for the learner and at the same time supports the person who is subject to the allegation.

We will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently and
- provide effective protection for the learner and support the person subject to the allegation.

Concerns that do not meet the harm threshold

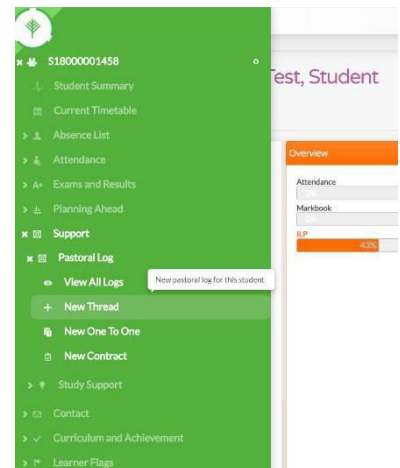
The college will promote an open and transparent culture in which all concerns about all adults working in or on behalf of college are dealt with promptly and appropriately. Low level concerns does not mean that it is insignificant, it means that the behaviour towards a learner does not meet the threshold but that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the local authority.

Appendix 4: Reporting safeguarding concerns on CEDAR

To report a safeguarding concern on CEDAR:

Select a new thread from the menu on the students' page



Then select the safeguarding thread types;

- Safeguarding: Safeguarding Referral

Then select a safeguarding type – using your own judgement as to which best fits the issue you are dealing with.

If you are aware the student is accessing support from an external agency then select one of the boxes available.

Log your safeguarding concern in the 'Comment' box and select 'Submit Form' at the bottom of the page. This will then be emailed direct to the Safeguarding Team who will respond to your concern.

If the safeguarding concern is urgent and needs to be dealt with right away then contact the safeguarding mobile on 07807556810 (as detailed on your CEDAR home page) to notify the Duty Nominated Safeguarding Officer.