

Policy	Safeguarding Policy - SS 52
Document owner	Safeguarding Manager
Date first implemented	December 2010
Date last reviewed	August 2022
Date of next review	August 2023
Date governor-approved	December 2021

Associated documents	<p>Safeguarding is embedded throughout College policies: these are the most relevant.</p> <ul style="list-style-type: none"> • Anti-bullying Policy • Complaints and Concerns Policy • Care Quality Commission (CQC) Notifications Policy • Notification- Charity Commission reporting serious incidents policy • Data Protection (GDPR)Policy • Disclosure and Barring Service Policy • Duty of Candour Policy • Disciplinary Policy • Missing Student Policy • Online Safety Policy • Positive Touch Policy • Public Interest Disclosure Policy (Whistle Blowing) • Prevent Policy • Professional Boundaries Policy • Safer Recruitment Policy • Learning Review Policy
Reference documents	<ul style="list-style-type: none"> • The Children Act (1989 and amendments) • Care Act (2014) • Care and support statutory guidance • Disability Discrimination Act 1995, 2005 • Mental Health Act 1983, 2007 • Human Rights Act 1998 • Equality Act 2010 • Safeguarding Children and Safer Recruitment in Education DFE 2012 • Working Together to Safeguard Children 2018 • Ofsted Handbook for Inspection of FE 2021 • Keeping Children Safe in Education 2021 • Adult Safeguarding: Multi-agency policy and procedures for the protection of adults with care and support needs in the West Midlands https://new.shropshire.gov.uk/adult-social-care/where-can-i-get-help/concerned-about-someone/ • Shropshire Safeguarding Children’s Network http://www.safeguardingshropshireschildren.org.uk/ • Telford and Wrekin Children’s Safeguarding Board https://www.telfordsafeguardingpartnership.org.uk/site/index.php

Initial reviewing body	Safeguarding & Prevent Committee
Final approval body	Board of Governors
Published on website	Yes

Purpose	This policy sets out Derwen College’s commitment to safeguarding children and adults with care and support needs and provides guidance around roles and responsibilities.
Scope	This policy applies to all members of staff
Equality & Diversity	<p><i>“Derwen College is committed to promoting equality, good relations and to challenging discrimination. This is reflected in all College policies, procedures, processes and practices.”</i></p> <p><i>Derwen College Equal Opportunities Policy</i></p> <p>Derwen College’s ethos is to embrace diversity, to offer equality of opportunity, and to treat every individual fairly and with respect. Equality, diversity and inclusivity are embedded throughout the organisation. This policy should be applied in accordance with this ethos.</p> <p>If you would like a copy of this document in a different format, such as large print, please contact the Human Resources Department who will provide help with alternative formats.</p>
Definition(s)	For the purposes of this policy the word ‘student’ will be used to describe all of the groups that attend Derwen College, this includes residential students, day students, short breaks guests and clients.
<u>Index of Policy</u>	<ul style="list-style-type: none"> • Statement and protocol • Roles and responsibilities • Risk Assessments • Definitions and categories of abuse • Staff Training • Safeguarding procedures • Appendix 1- Safeguarding procedure flow charts • Appendix2- Examples and indicators of Abuse • Appendix3- Safeguarding Arrangements during Coronavirus and lock down restrictions

Statement and Protocol

Derwen College supports students from 16 years plus who have a range of disabilities, including students with mild, moderate and complex learning disabilities, communication difficulties, Autism and physical disability. The college covers a number of satellite sites as well as the main campus in Gobowen. We function with a view to safeguard and promote the welfare of those receiving education and training at the College. Due to our students additional needs and their level of understanding they are often more vulnerable to being victims of abuse and are at increased risk of harm. We will ensure that reasonable adjustments are made for all students that need them, including those with protected characteristics under the Equalities Act. Also, students suffering with poor mental health may be at an increased

vulnerability. It will be made clear to students that being subjected to harassment, violence and or abuse may breach their rights as set out in the Human Rights Act.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes (HM Government, 2015)

Safeguarding adults is defined as:

Protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances

Roles and Responsibilities

Safeguarding and promoting the welfare of adults and children is **everyone's** responsibility. Staff are expected to ensure that students are aware of their rights and that these are upheld at all times and that the law is there to protect them. In order to fulfil this responsibility effectively, all professionals should make sure that their approach is considering the best interests of the child or of the adult with care and support needs. All employees at Derwen College have a role to play in safeguarding students and we work to make safeguarding personal. This means that it should be person-led and outcome-focused by engaging the person in conversation about how best to respond to their safeguarding situation and to engage and involve them throughout the process. Staff support the students with their involvement through a number of different ways, this may include use of Makaton signs and communication aids such as talking mats and Shropshire Safeguarding cards (My Enquiry). If additional support is needed staff work alongside the Speech And Language Team and ensure we consider the students blanks level and preferred form of communication. This will enhance the students' involvement, choice and control as well as improving quality of life, well-being and safety.

Staff should always consider the 6 principles of safeguarding – Empowerment, proportionality, protection, prevention, partnership and accountability.

Derwen College is committed to protecting their staff, volunteers and those connected with the activities of the charity, from harm.

Staff responsibility

Every member of staff is responsible for reporting to one of the nominated staff any suspected abuse or disclosure by any student. By ensuring that all concerns or disclosures of abuse are recorded and reported in line with policies, and records passed to safeguarding team, we can ensure that we are able to implement any early help that can reduce risks to all involved. Early help means that any issues are raised and looked at, and support can be provided promptly to the victim. It is not the responsibility of College staff to decide whether a student is being abused, but all members of the College staff have a responsibility to act on their concerns if they suspect that abuse is taking place.

See Safeguarding procedures for information on actions staff should take, also Appendix 1 for flow charts a, b, c for referral process

The following staff have **specific responsibilities** -

Designated Safeguarding Lead (DSL) for Derwen College, based on main campus is the Head of Safeguarding & Student Services, and Registered Manager – **Paul Bradshaw**.

Designated Safeguarding Lead (DSL) based at Telford is the Satellite Lead – **Lucy Harrison**
The DSL has received training in safeguarding issues and inter-agency working and will receive refresher training at least every two years.

The DSL is responsible for:

- Raising awareness across all staff of issues relating to the welfare of young people and the promotion of a safe environment for the students across all college sites.
- Informing senior leadership team and governors of significant safeguarding concerns or issues
- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies
- Providing advice and support to other staff on issues relating to safeguarding
- Reviewing and updating policies and procedures around safeguarding are in line with legislation and government guidance.
- Maintaining a proper record of any protection of young people referral, complaint or concern (even where that concern does not lead to a referral)
- Ensuring that parents of young people within the College are aware of the College's safeguarding policy
- Liaising with the Local Authorities and other appropriate agencies
- Ensuring that staff receive basic training in safeguarding issues appropriate to their roles and are aware of the College safeguarding procedures

Other designated staff members

In the absence of the Designated Safeguarding Lead, the following staff are trained and have responsibility for safeguarding issues:

Director Care, Health & Wellbeing & Registered Manager **Karen George**

Safeguarding Manager/Deputy Designated Safeguarding Lead **Charlotte Percival**

Safeguarding Manager

The Safeguarding Manager is responsible for:

- providing advice and support to other staff on issues relating to the protection of students
- providing support and debrief for staff following disclosure
- maintaining records of any safeguarding referrals, allegations, disclosures or safeguarding concerns (even where that concern does not lead to a referral)
- Reviewing and updating policies and procedures around safeguarding are in line with legislation and government guidance.
- Reporting incidents to CQC in line with their guidance
- overseeing the referral of cases of suspected abuse or allegations to all agreed relevant agencies
- liaising with the Local Authority, Shropshire Safeguarding Partnership, CQC and other appropriate agencies
- Completing section 42 enquiries and sharing information and liaising with external professionals

- acting as Lead for looked after children

Satellite Leads

- ensuring all college policies and procedures are adhered to at satellite locations
- liaising with safeguarding team
 - undertaking any fact-finding work following a disclosure at the relevant satellite provision
- providing advice and support to other staff on issues relating to the protection of students
- providing support and debrief for staff following disclosure
- maintaining records of any safeguarding referrals, allegations, disclosures or safeguarding concerns (even where that concern does not lead to a referral)
- liaising with Safeguarding manager and HR
- overseeing the referral of cases of suspected abuse or allegations to all agreed relevant agencies
- liaising with the Local Authority and other appropriate agencies
- acting as Lead for looked after children

Designated Governor(s)

The designated governor(s) or co-opted members of the committees with responsibility for safeguarding issues are responsible for liaising with the Head of Safeguarding and Safeguarding Manager over matters regarding safeguarding including:

- attending and having a proactive role in the half termly Safeguarding and Prevent committee meetings.
- meeting with the Head of Safeguarding and Safeguarding manager prior to the standards and effectiveness governors meeting to discuss any significant Safeguarding concerns
- offering support to the Head of Safeguarding and the Safeguarding Manager.
- ensuring the College has safeguarding related policies and procedures in place which are consistent with guidelines
- ensuring that all staff members understanding, and application of their safeguarding responsibilities are monitored
- ensuring the governing body considers the College Safeguarding policy annually
- ensuring that each year the governing body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken

The designated governors / co-opted members are responsible for overseeing the liaison between agencies, e.g. police, social services, in connection with allegations against the Senior Leadership Team and/or the senior designated staff with lead responsibility.

This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

Clerk to the Trustees

The Clerk is responsible for:

- Reporting serious incidents to the Charity Commission in line with their guidance

Safeguarding and Prevent Committee

Purposes of the Committee:-

- monitor the promotion of the welfare of students and protect them from harm
- ensure that College provides a safe environment for all students
- ensure that staff, management and College governors/ governor co-optees are aware of their collective responsibilities in relation to safeguarding

- to provide clear and robust guidance on how to handle these concerns
- encourage good practice in all aspects of the promotion and protection of all students
- ensure that all safeguarding related policies are reviewed regularly
- advise of changes that may be required to current policies
- recommend and draft new policy proposals

Whistleblowing

Whistleblowing is the act of speaking out about wrongdoing in the workplace in order to enable the issue to be addressed. In some instances, it may be necessary for staff to report the practice of a colleague including criminal activity or the abuse of students. All staff should be familiar with the Public Interest Disclosure Policy (Whistleblowing Policy).

In addition to the Derwen College policy, the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Risk Assessments

Within the students care plan (on nourish) risks are identified and strategies for staff to support them around these risks. This will also identify what level of support the student may need to help with communication such as for staff to use Makaton signs and or symbols. There may be times when the safeguarding team will compile a specific safeguarding risk assessment for a student, this will be stored by the safeguarding team and in line with confidentiality staff will be informed of relevant information on a need to know basis. The aim is to ensure that the balance of risk against achieving progression remains central to the work of the College, teaching students to become less vulnerable, more skilled and increasingly independent within the community.

Through admission, and regular observations, the College identifies students who may be considered more vulnerable due to their needs and levels of understanding of potential risks.

Definition and Categories of Abuse

The Care Act does not provide a definition of abuse, however, it may be regarded as the ill-treatment or exploitation of a student. It may involve neglect by a member of staff, parent, and other adult or community member, or self-neglect. Many students are vulnerable to abuse from others. In the College environment, ‘others’ may include students that are more dominant or a member of staff. In the wider community, this may include other adults, individuals that the student sees as their friend, their own parents, step-parents or foster parents and community members.

Staff need to be aware that students mental well being could be affected if they are victims or witnesses to any abusive situations. Staff should pass on concerns in relation to student’s mental wellbeing to the safeguarding and nursing teams who will liaise with each other and involved internal counselling support. Consideration will also be given to involving a Dr and the local mental health teams.

Categories of Abuse - See appendix 2 for an overview of examples and indicators of abuse	
Children	Adults
Neglect	Physical
Physical – including fabricated and induced illness	Psychological
Emotional – including witnessing domestic abuse	Sexual

Sexual – including child sexual exploitation	Neglect or acts of omission Financial or material
Other areas of abuse Child Sexual exploitation, Child criminal exploitation, Child on child (Peer on Peer), Domestic abuse, FGM, Forced marriages, County Lines, Upskirting, inter-familial abuse	Domestic abuse Modern slavery Self-neglect Discriminatory Organisational

Additional areas to consider

Contextual safeguarding (Extra Familial harm) consideration should be given to the student’s wider environmental factors in college and in the student’s life in the community. Consideration as to where and when possible abuse could take place and minimising the risk of occurrences and situations where students may not feel safe. Staff should create safe spaces where students can spend time and where if they wish to they can discuss any concerns they have.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may be a victim of county lines and have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. Staff should consider the risks that students may be exposed to, both inside and outside of the college community and that due to their levels of understanding this can increase the risks of the students being victim to exploitation.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may be a victim of county lines and have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Forced Marriage

There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the family of both spouses takes a leading role in arranging the marriage but the decision to accept the arrangement or not remains with the prospective spouses. In forced marriage, one or both spouses do not, or through lack of capacity cannot, consent to the marriage. The definition of forced marriage stipulates that duress, including physical, psychological, sexual, financial and emotional pressure, is a factor. If staff suspect that a student is being placed in a potential forced marriage situation, they should contact the DSL immediately.

Child on child abuse

This can be hard to detect as students can be changeable in their relationships and with each other.

Within college this will continue to be referred to peer on peer abuse due to the diverse group that this policy will cover within college. This can be across other forms of abuse and can be done through different mediums including cyber bullying, within relationships, harassment upskirting and sharing nude or semi-nude images or videos. Concerns of Peer on Peer abuse will be taken seriously and will not be accepted as “banter” or “messaging about”. It is important that all staff have the attitude that “it could happen here” and that they support the student and pass these concerns on in line with guidance as in below safeguarding procedures.

Harassment

Harassment is unwanted behaviour which the victim finds offensive or which makes them feel intimidated or humiliated. It can happen on its own or alongside other forms of abuse. Harassment is behaviours which causes the victim distress or alarm on more than 1 occasion by the same person or group of people.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

Radicalism / extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

(Further guidance in Prevent Policy)

Honour-based violence

Is a crime, and referring to the police must always be considered. It has or may have been committed when families feel that dishonour has been brought to them. Women are predominantly (but not exclusively) the victims and the violence is often committed with a degree of collusion from family members and/or the community. Many of these victims will contact the police or other organisations. However, many others are so isolated and controlled that they are unable to seek help. Adult safeguarding concerns that may indicate honour-based violence include domestic violence, concerns about forced marriage, enforced house arrest and missing person’s reports. If an adult safeguarding concern is raised, and there is a suspicion that the adult is the victim of honour-based violence, referring to the police must always be considered as they have the necessary expertise to manage the risk.

Inter familial abuse

Is abuse that occurs within the family environment by someone who may or may not be related to the victim. It may involve 1 or more forms of abuse and it is often directed to the most vulnerable member of a family.

Domestic Abuse

Domestic abuse can be psychological, physical, sexual, financial abuse or emotional. This can impact on students through seeing, hearing or experiencing it through their own intimate relationships.

Staff Training

As part of their induction, staff receive guidance on key systems, protocols and procedures around safeguarding. Staff are given a copy of Part one of Keeping Children Safe in Education and they are required to read and understand their safeguarding responsibilities which

includes ensuring that students are aware of their rights and that the law is there to protect them.

Mandatory training includes:

- Safeguarding ETF Level 1 online assessment
- Prevent ETF Level 1 online assessment
- Local Raising awareness in safeguarding
- Safeguarding & professional boundaries
- Mental Capacity Act (MCA) & Deprivation of Liberty Safeguards (DoLS) awareness

All staff receive updates on safeguarding issues through emails.

Governor awareness and training

The Head of Safeguarding and Registered Manager has completed training on safeguarding issues at governors' meetings. In addition, several short video inductions have been produced by the safeguarding team for governors on a range of topics. At least once a term, the designated safeguarding governors meet with the Head of Safeguarding and/or the Safeguarding Manager for updates. The governors then give feedback to the Standards & Effectiveness governors meeting. The head of safeguarding completes overview reports for the governors to discuss within these meetings.

Governors will be trained on safeguarding on appointment and through their tenure. External specialist safeguarding training for governors will be arranged on a bi-annual basis.

Mandatory Safeguarding Training Matrix—all roles

NB: ETF = Education Training Foundation

College role	Training Required	How often training is completed?	Duration of training
Governors	<ul style="list-style-type: none"> • Safeguarding • Prevent Extremism & Radicalisation • Safeguarding Children and Young People • Safer Recruitment (those involved in interviewing) 	3 years	2 hours 1-3 hours
Designated Safeguarding Lead + Safeguarding Manager	<ul style="list-style-type: none"> • Designated Person training • Designated Person Refresher training update • Safeguarding Board Multi-Agency training • Basic Awareness training update. • Section 42 enquiry • Mental Capacity Act/ Deprivation of Liberty Safeguards 	2 years 3 years 3 years	2 days 1 day 1 day 1-3 hours 1 day 1 Day
Safeguarding Team	<ul style="list-style-type: none"> • Safeguarding Board Multi-Agency training • Safeguarding online assessment • Prevent Extremism and Radicalisation online assessment • Safeguarding & professional boundaries • Safeguarding of Children and Young People • MCA & DoLS awareness 	3 years	1 day 3 hours 3 hours 2 hours
Staff involved with Recruitment and Selection	<ul style="list-style-type: none"> • Safeguarding online assessment • Prevent Extremism and Radicalisation online assessment 		1 day

	<ul style="list-style-type: none"> • Safeguarding & professional boundaries • Safeguarding of Children and Young People • Safer Recruitment training 		
All other College staff	<ul style="list-style-type: none"> • Safeguarding online assessment • Prevent online assessment • Safeguarding & professional boundaries • Safeguarding and Children and Young People • MCA & DoLS awareness 		3 hours 3 hours 2 hours
Good Practice	Additional training may be accessed by staff who wish to update their own knowledge of specific Child Protection and Safeguarding issues.		

Safeguarding Procedures

<u>Index of Procedures</u>	<ul style="list-style-type: none"> • When to use child / adult safeguarding procedures • Supporting students who are making disclosures / allegations • Reporting disclosures / allegations on main site • Reporting disclosures / allegations at Satellite sites • Reporting concerns about a student • Reporting and dealing with an allegation against a member of staff
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When to use Child or Adult Safeguarding Procedures

Derwen College recognises its staff may have incidental contact with children and adults with care and support needs who are not students of the College and wishes to emphasise that safeguarding is everybody's business. Derwen College expects all employees to be vigilant about child and adult safeguarding concerns and raise these concerns in line with this policy. All staff are encouraged to report any concerns or observations, even if low level, through their line manager. Line Managers could escalate this to the Safeguarding or Human Resources team as required.

Child safeguarding procedures

Should be followed when Derwen College has concerns about significant harm of a student (or other young person under 18 years of age).

Safeguarding adult duties apply to an adult (18 and over) 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

A student who is 18 or over but still receiving a Service from Children Services

In such cases it should be raised with the local authority's adult safeguarding team, but their children's safeguarding colleagues should be informed (and involved if appropriate). The level of need is not relevant, and the adult does not need to have eligible needs for care and support under the Care Act, or be receiving any particular service from the local authority, in order for the safeguarding duties to apply.

Procedure for supporting students who are making disclosures/ allegations

If student tells a member of staff that he/she has been abused in any way, the staff should:

- Staff should be aware that students may not feel ready or know how to tell someone that they are being abused.
- stay calm, do not interrupt
- listen carefully to the student without any prompting or leading questions
- think about communication and if the student needs any additional support in order to be able to communicate. (If needed request staff to support)
- reassure the student that they are being taken very seriously and staff are there to help them keep safe
- only ask questions to identify what is being told, not ask for details
- ask only open questions – questions that cannot be answered “yes” or “no”
- explain that in order to help them this will need to be discussed with a member of the Safeguarding Team, **do not promise the student that what they disclose will be kept totally confidential**
- take them seriously; it will have taken a lot of courage to tell someone. Reassure them that they have done the right thing in telling someone and thank the student for this
- do not try to establish whether or not the student is telling the truth. It is staff members job to pass on the concerns
- do not interview the young person
- do not investigate concerns or allegations
- record clearly on a cause for concern form and email it to the safeguarding team, record what the student has said, this should be in the students own words or communication and should not contain any opinions of staff.
- report concern immediately in line with procedures below, passing on copy of written record made.
- Only pass on information to those who need to know

Information relating to actual, suspected or alleged abuse should be treated with the utmost care. The designated member of staff should ensure that information is shared only with those staff who need to be aware of it. No-one should be given more information than is necessary to support the young person or adult with care and support needs.

The legislation for safeguarding adults and children requires agencies to work co-operatively to protect the welfare of adults and children. Whilst local authorities and the Police have the responsibility for carrying out enquiries (or causing others to carry them out) and investigations in relation to adult and child safeguarding matters, all those who come into contact with our students have a duty of promoting and safeguarding adults with care and support needs and children.

Procedure for reporting disclosures/ allegations made by students on main site

Staff working on main site should pass on any disclosures / allegations to their line manager and to the safeguarding team. If the disclosure / allegation is concerning a staff member staff should follow procedures for staff allegations below.

If the disclosure / allegation occurs during the evening or at the weekend the duty manager should be informed. The duty manager should not lead any form of interview or investigation with the students involved but may be required to support students or staff. The duty manager

should consider the safety of all students involved and consult with the on-call manager for further advice if needed.

The safeguarding team will lead on the initial fact finding and will liaise with external professionals and if appropriate family members. When appropriate the safeguarding team will report allegations / disclosures to external agencies.

Procedure for reporting disclosures / allegations made by students in Satellites

Staff working in satellite sites should pass any concerns they have to the Satellite coordinator who will liaise with the safeguarding team as well as the off-site provision manager. Often the satellite coordinator will lead any initial fact finding and they liaise with external professionals and when appropriate family members to ensure appropriate support is in place for the student. The satellite coordinator should keep the safeguarding team up to date with any concerns.

The satellite coordinator will ensure that all reports and records are completed and that appropriate support is available to any staff involved in concerns.

If staff working at the satellite sites do not wish to inform the satellite coordinator they should contact the offsite provision manager or a member of the safeguarding team.

The College safeguarding poster informs staff and students who is part of the Safeguarding Team and are displayed within communal areas.

Procedure for reporting concerns about a student

There are times when staff feel concerned about something they may have seen / heard or noticed to be different. Staff working with our students may become aware of changes in behaviours or changes in support levels of students which they feel concerned about. It is important that staff pass these concerns onto the safeguarding team as they maybe early indicators of abuse taking place.

The safeguarding team will discuss these concerns and appropriate actions that may need to be taken either by the staff team supporting the student or other staff within college.

Reporting and dealing with allegations of abuse against a member of staff

If the suspected / alleged abuse involves a staff member, staff should not inform that staff member but should report it to the safeguarding team and HR. Safeguarding will work with HR to address the situation in a proportionate manner.

The HR investigation will be conducted in accordance with the existing staff disciplinary procedures, including confidentiality. In some instances, formal disciplinary processes may need to be instigated. It may also require external professionals (including reporting to DBS- see below) to be informed of the allegation and actions taken to reduce risks and safeguard all involved.

As a result of any disciplinary investigation or enquiry HR and the Safeguarding Team will identify whether there are any actions that could lead to the improvement of the College's procedures, including training needs of staff.

Referrals to the Disclosure and Barring Service (DBS):

The Safeguarding Vulnerable Groups Act 2006 (SVGA) places a legal duty on Regulated Activity Providers (employers, volunteer managers and personnel suppliers) to refer any person who has:

- Harmed or poses a risk of harm to a child or vulnerable adult;

- Satisfied the harm test; or
- Received a caution or conviction for a relevant offence.

This process is in addition to local safeguarding processes and the importance of this process is underlined in the Care Act Statutory Guidance (2016). Derwen College takes its duty to refer individuals to the DBS for a barring decisions seriously as part of its wider safeguarding role and duty, in addition to undertaking appropriate vetting and barring checks on staff.

Reporting Adult or Child Safeguarding Concerns to the Local Authority

First Point of Contact (Shropshire) 0345 6789044

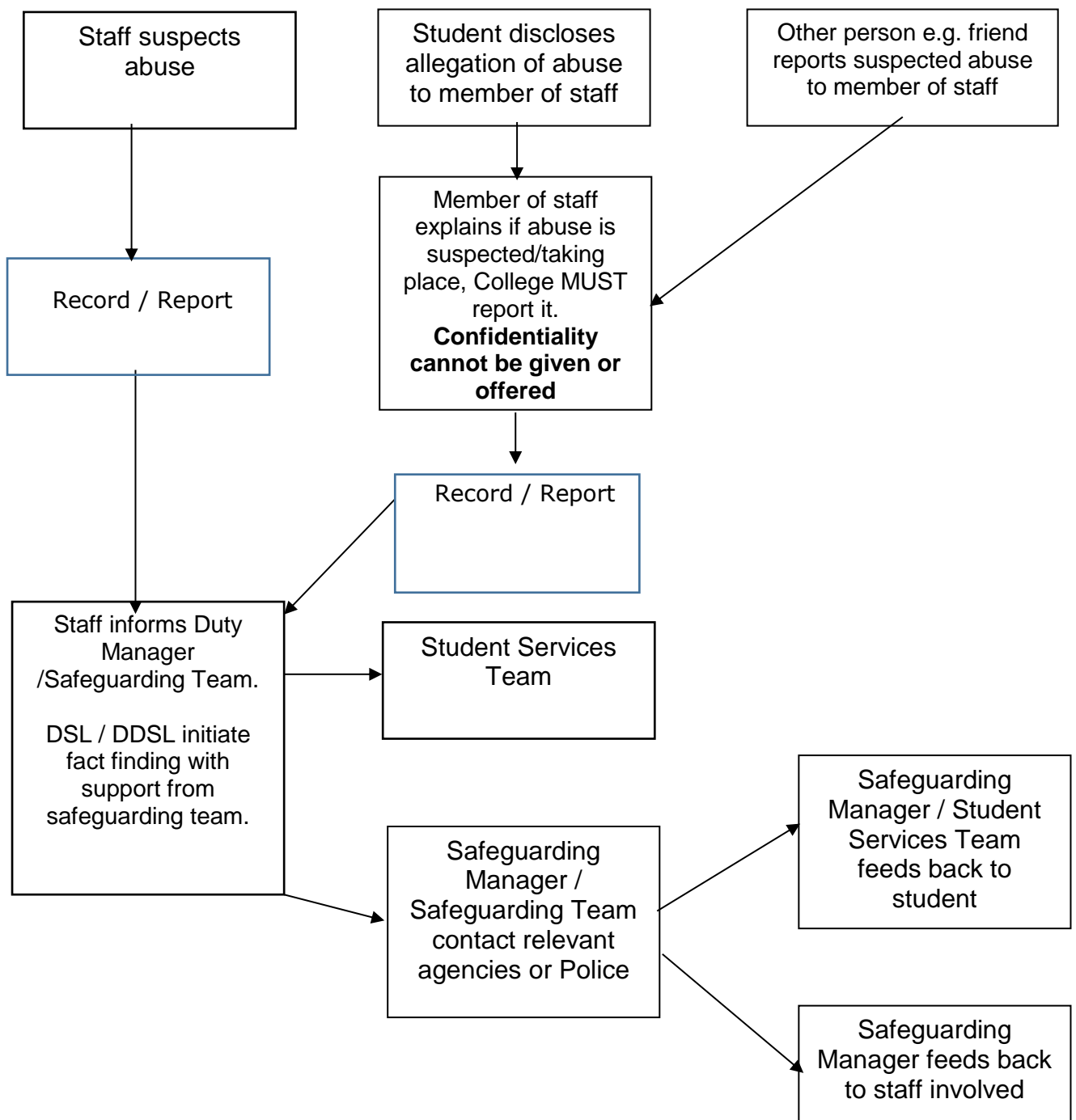
Family Connect (Telford) 01952385385

Emergency Duty Team (Social Work Emergency out of hours)

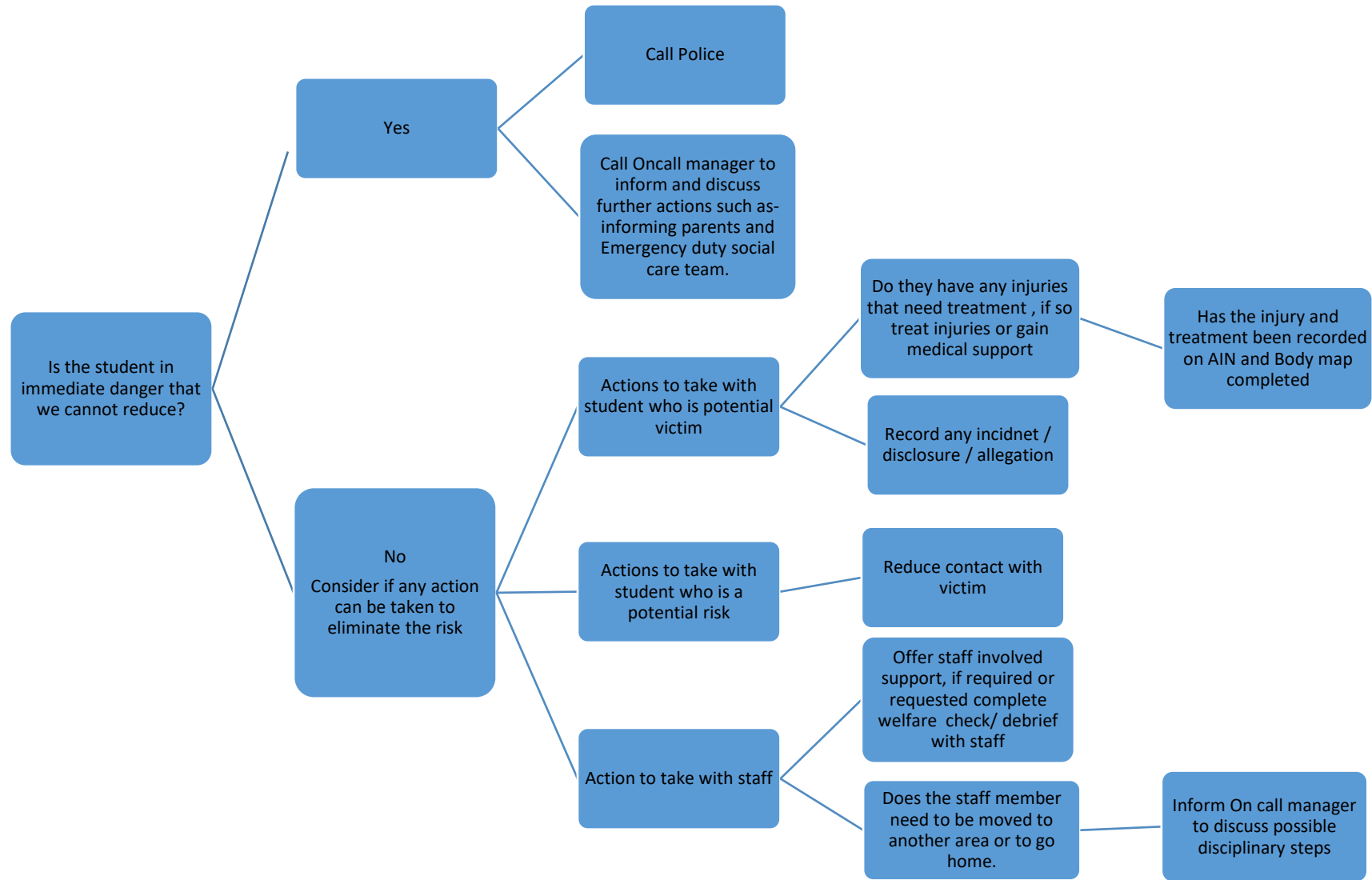
Shropshire 0345 678 9040

Telford 01952676500

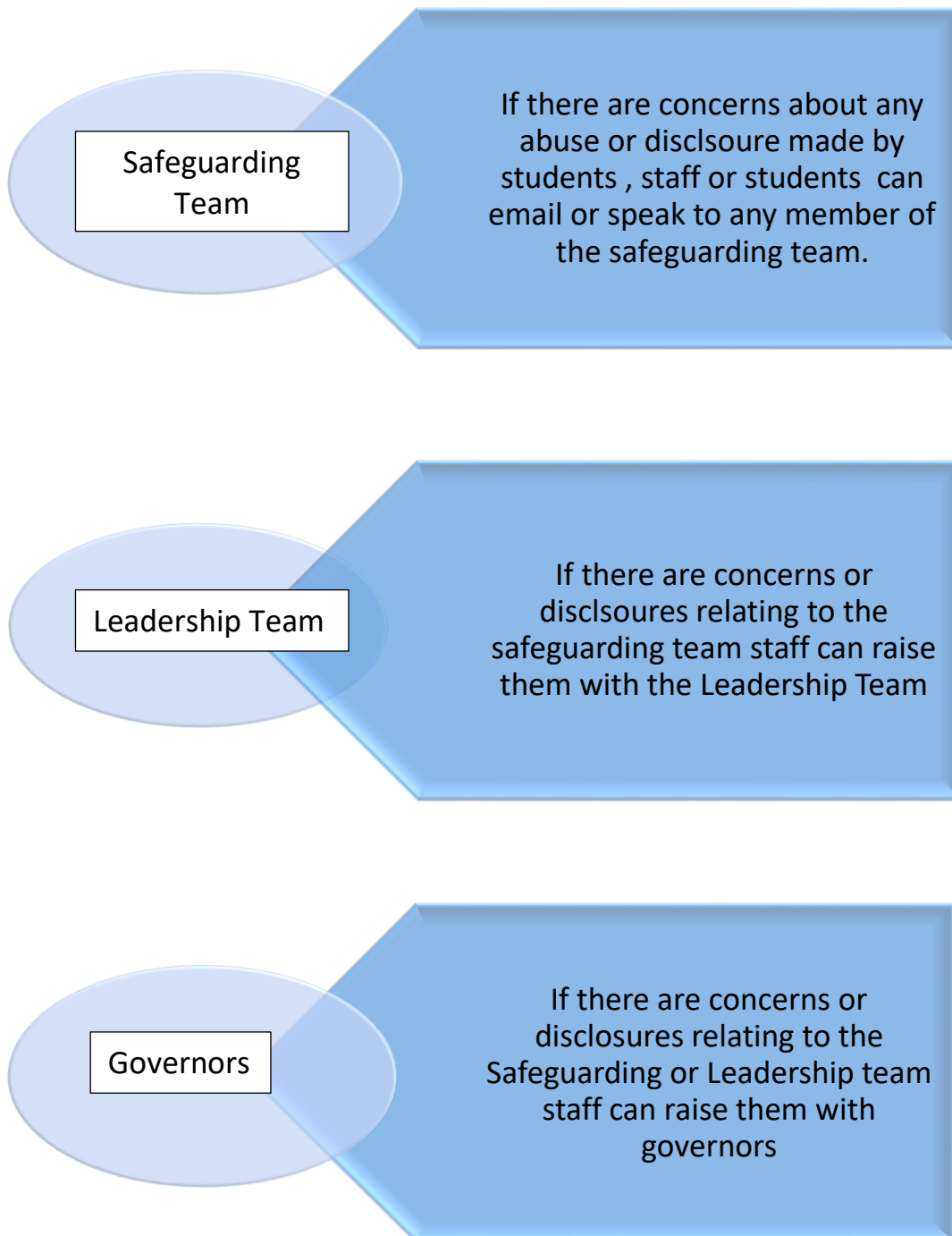
**APPENDIX 1
Flow Chart (a) - Safeguarding Procedure**



Flow Chart (b) - Duty Manager Actions to take if concern raised



Flow Chart (c) - Escalating safeguarding concerns



Appendix 2 – Examples and Indicators of Abuse (Adults and Children’s)

Examples	Indicators
Physical Abuse	
<p>Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm being locked in a room (incl. DoLS). Slapping, force-feeding, pushing, kicking, misuse of medication, biting, unnecessary use of invasive procedures, inappropriate physical sanctions, restraint; including removal of mobility aids, use of tables to keep people seated, tilting reclining chairs.</p> <p>In children’s cases a parent or carer may fabricate the symptoms of, or deliberately induce illness in a child.</p>	<p>Bruises in various stages of healing, bruises inconsistent with falls, burns or scars, unexplained cuts or scratches to mouth, lips, gums, eyes or external genitalia, changes in patterns of self-harm, reluctance to undress history of injury, sudden and unexplained urinary and/or faecal incontinence, evidence of over/under medication, adult or child flinches at physical contact, adult or child asks not to be hurt, individual appears frightened or subdued in the presence of particular people, death.</p>
Psychological Abuse (Emotional for Children)	
<p>Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or supportive networks. Unreasonable or unjustified withdrawal of the adult from services or their support networks. Gas lighting behaviours when someone manipulates you into questioning and second-guessing your reality</p> <p>Developmentally inappropriate expectations being imposed on children, interactions beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.</p>	<p>Untypical lack of interest, passivity or resignation, anxious or withdrawn (possibly in the presence of the potential source of risk), untypical changes in behaviour including loss of appetite or overeating, the individual is not allowed visitors or phone calls, or is locked in a room or their home. The adult may have depression or anxiety, low self-esteem, changes to sleep patterns or untypical behaviour including aggression. The adult could attempt or complete suicide.</p>
Sexual Abuse	
<p>Rape, being made to perform a sexual act, assault by penetration (penetration with an object), persuasion or coercion into sexual activity, un/wanted touching, exposed to pornographic material, verbal harassment, any sexual relationship that develops between adults where one is in a position of trust, power or authority, denial of a sexual life</p>	<p>Urinary tract infections, sexually transmitted diseases, pain, itching, bleeding, unexplained problems with catheters, subdued and withdrawn, poor concentration, physical marks, cuts or bruises particularly in genital or rectal areas, self-harm, disclosure, sexualised behaviour, disclosure, significant changes in behaviour, clothing is torn, stained or bloody, a woman who lacks capacity to consent becomes pregnant, untypical use of sexual language.</p>
Neglect or acts of omission	

<p>Ignoring medical or physical care needs, failure to provide access to appropriate health, care and support or</p> <p>Educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating. and social contact</p>	<p>Exposed to unacceptable risk; callers/visitors are refused access to the person. Pressure ulcers develop or do not heal, weight loss, no access to appropriate medication or medical care, no privacy or dignity, change in appearance, poor skin and hair, smell of urine, missed appointments, dried faeces in pubic hair or under fingernails. The adult's death could result from severe cases of neglect.</p>
<p>Financial / Material</p>	
<p>Including theft, fraud, exploitation, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.</p>	<p>Lack of money, especially after benefits have been paid, inadequately explained withdrawals, lots of mail, Lasting Power of Attorney being misused or obtained when the person lacks the capacity to make this decision. Recent acquaintances expressing a sudden or disproportionate interest in the person and their money. Change in appearance (becoming dishevelled), change in the individual's circumstances, behaviour or habits i.e. shopping, access to hairdressers, purchasing items.</p>
<p>Domestic Abuse</p>	
<p>Threatens/frightens an individual, shoves or pushes an individual, makes an individual fear for their physical safety, puts an individual down, or attempts to undermine their self-esteem, controls an individual, for example by stopping them seeing friends and family, is jealous and possessive, such as being suspicious of friendships and conversations. It also includes so called 'honor' -based violence, female genital mutilation and forced marriage.</p>	<p>Low self-esteem, depression, anxiety, post-traumatic stress disorder, sleep disorders, suicidal tendencies or self-harming, alcohol or other substance misuse, unexplained chronic gastrointestinal symptoms, 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</p>
<p>Modern Slavery</p>	
<p>Domestic Servitude - forced to work in private houses with restricted freedoms, long hours, no pay. Forced labour - long hours, no pay, poor conditions, verbal and physical threats. Sexual Exploitation - prostitution and child abuse.</p>	<p>Look malnourished or unkempt, withdrawn, anxious and unwilling to interact, under the control and influence of others, live in cramped, dirty, overcrowded accommodation, no access or control of their passport or identity documents or use false or forged documents, appear scared, avoid eye contact, and be untrusting, show signs of abuse and/or have health issues, show old/untreated injuries</p>
<p>Self-Neglect</p>	

<p>Living in very unclean or verminous circumstances, poor self-care leading to a decline in personal hygiene or specific issues such as long toenails impeding mobility, poor nutrition, Poor healing/sores, poorly maintained clothing which may be unsuitable for the weather or conditions, isolation from family, friends and services failure to take medication, hoarding</p>	<p>Poor self-care leading to a decline in personal hygiene, poor nutrition, poor healing/sores, poorly maintained clothing, long toenails resulting in mobility issues, isolation. Health issues related to the adults failure to take medication or engage with health interventions that would improve their situation. Fire risks due to hoarded items,</p>
<p>Discriminatory</p>	
<p>Comments, jokes that are discriminatory on grounds of race, gender and gender identity, disability, sexual orientation, religion, and other forms of harassment, slurs or similar treatment. Name calling, belittling, not providing treatment because</p>	<p>Observation of oppressive practice, the individual is isolated from others, person stops "practising" their beliefs, stops asking for needs to be met, changes behaviour to fit in with group, physical health deteriorates, withdrawal from services or refusal to access services or usual activities, potential for self-harm, possible disclosure of abuse or suicide attempts.</p>
<p>Organisational</p>	
<p>Discouraging visits or the involvement of relatives or friends, Run-down or overcrowded establishment, Authoritarian management or rigid regimes, Lack of leadership and supervision, Insufficient staff or high turnover resulting in poor quality care, Abusive and disrespectful attitudes towards people using the service, Inappropriate use of restraints, Lack of respect for dignity and privacy, Failure to manage residents with abusive behavior Not providing adequate food and drink, or assistance with eating, Not offering choice or promoting independence, Misuse of medication, Failure to provide care with health needs, not taking account of individuals' cultural, religious or ethnic needs, Failure to respond to abuse appropriately, Interference with personal correspondence or communication Failure to respond to complaints</p>	<p>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 plan, Lack of management overview and support</p>

