

HILLS ROAD SIXTH FORM COLLEGE

Safeguarding Adult Learners

Date approved by Corporation: July 2017

Post of member of staff responsible: Assistant Principal (Resources)

Date of Equality Impact Assessment 10th September 2012

1.0 Policy Statement

- 1.1 Hills Road Sixth Form College fully recognises its duty of care to students whilst they are in attendance and its responsibilities for the safeguarding of adult learners.
- 1.2 This policy applies to all staff and volunteers working at Hills Road Sixth Form College and to the governors of Hills Road Sixth Form College.
- 1.3 The purpose of this policy is to describe how the College aims to protect Adult Education (AE) students from abuse and to outline the procedures to be followed in cases of suspected or alleged abuse.
- 1.4 The relevant legislation and statutory guidance provide a number of definitions including, the categories of abuse or harm (this list is not exhaustive): physical abuse, domestic violence, sexual abuse, psychological abuse, financial or material abuse, modern slavery, discriminatory abuse, organisational abuse, neglect and acts of omission, self-neglect. A list of these definitions is given in Appendix A.
- 1.5 The three main elements to this policy are prevention, protection and support.

2.0 Prevention

- 2.1 The College will aim to promote a positive, supportive and secure environment in which AE students feel respected and valued. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults are important elements in prevention. We will aim to promote an ethos in which AE students feel secure, are encouraged to talk and are listened to.
- 2.2 The College will have in place procedures which ensure that:
 - AE students know who the designated safeguarding lead for adults is, who they can approach if they are worried or in difficulty, and what will happen when a disclosure is made
 - AE students have an understanding of the responsibility of the College and its staff for safeguarding by setting out its obligations in the 'Adult Education - Supporting your Needs and Safeguarding' document on the website with a link sent out in the students' welcome email.
 - AE tutors understand their responsibility for safeguarding
 - training and guidance is provided for staff about avoiding situations in which allegations may be made against them, including discussions on physical contact and working in one-to-one situations with AE students.

- a Disclosure and Barring Service (DBS) check is carried out and reviewed for all appointees and volunteers who have students below the age of 18 in their class, in accordance with the most recent legislation and statutory guidance from the Government.

3.0 Protection

3.1 The College will comply with legislation and statutory guidance issued by the Government and follow procedures set out by the Cambridgeshire Adult Safeguarding Board.

The College will:

- 3.1.1 have a Designated Safeguarding Lead for adult students who has received appropriate training provided by the Cambridgeshire Adult Safeguarding Board and/or other agencies as appropriate which is updated every two years and refreshed at regular intervals as required, but at least annually. The Designated Safeguarding Lead for Adult Education is the Director of Business and Finance.
- 3.1.2 ensure that every member of staff, including temporary and volunteer staff and governors knows the name of the designated person and his/her role.
- 3.1.3 ensure that every member of staff knows that s/he has an individual responsibility for referring concerns about the safeguarding of AE students using the proper channels and within 24 hours of the concern being raised or immediately where there is a possibility of serious harm coming to the person. Concerns must be recorded in writing
- 3.1.4 provide training for its entire staff including volunteers, to enable them to respond appropriately and sensitively to AE student protection concerns.
- 3.1.5 ensure that members of staff receive training on how to record a safeguarding concern when approached by a student.
- 3.1.6 have in place procedures for reporting cases, or suspected cases of abuse.
- 3.1.7 have in place measures to protect students with Special Educational Needs and Disabilities (SEND) understanding that additional barriers can exist when recognising abuse in these students. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the person's disability without further exploration
 - a disproportionate impact on the person by behaviours such as bullying- without outwardly showing any signs
 - communication barriers and difficulties in overcoming these barriers.
- 3.1.8 report annually to the Corporation who will oversee the College's safeguarding adult learners' policy and procedures.

4.0 Support

4.1 The College will provide appropriate support for any AE student who discloses abuse, for staff to whom a disclosure has been made, and to staff against whom an allegation has been made.

The College will:

- 4.1.1 endeavour to support AE students through the development of a responsive and knowledgeable process by staff trained to respond appropriately to situations involving such students.
- 4.1.2 ensure that every member of staff is aware of the need to be alert to signs of abuse, and know how to respond to an AE student who may tell of abuse by providing training for all staff so that they know:
 - their personal responsibility
 - the Cambridgeshire Adult Safeguarding Board procedures
 - the need to be vigilant in identifying cases of abuse
 - how to support an AE student who tells of abuse
 - how to log a concern about the welfare and safety of an AE student (Appendix B)
 - how to respond to an allegation made against a member of staff.
- 4.1.3 offer further support to AE students through liaison with support agencies as appropriate such as social services, counsellors, adult mental health service and education psychology service.
- 4.1.4 endeavour to support AE students through a commitment to develop productive, supportive relationships with parents and carers wherever it is in the students' interests to do so.
- 4.1.5 provide appropriate support for staff to whom a disclosure has been made.
- 4.1.6 be guided by the Government and College procedures when providing appropriate support for staff against whom an allegation has been made.

5.0 Confidentiality

- 5.1 While acknowledging the need to create an environment conducive to speaking freely, staff should make it clear to AE students (or their carers in some cases) who approach them asking for complete confidentiality that staff are bound to pass on what they are told. Staff must never give undertakings of absolute confidentiality. The AE student should, however, be assured that the matter will be disclosed only to people who need to know about it and that this in the first instance will be the designated person.

This statement is in accordance with the College's Confidentiality Policy.

6.0 Cambridgeshire Adult Safeguarding Board Procedures

- 6.1 All maintained educational institutions are legally required to follow the procedures of the Cambridgeshire Adult Safeguarding Board.
- 6.2 The Cambridgeshire Adult Safeguarding Board provides a forum for developing, monitoring and reviewing local adult learner protection policies and promotes effective co-operation between the agencies involved. It establishes procedures to be followed in AE student protection cases, including the organisation of AE student protection conferences.
- 6.3 The Cambridgeshire Adult Safeguarding Board procedures apply to:

- all College staff (teaching and support staff) and volunteers working at the College (although that part of the guidelines relating to disciplinary procedures for staff does not apply to volunteers)
- any employees of other organisations or volunteers on location in the College.

6.4 The Cambridgeshire Adult Safeguarding Board procedures for dealing with a disclosure, making a referral and the sequence of events which follow a referral can be found in the Adult Safeguarding policy and procedures area of the Cambridgeshire County Council website.

7.0 Policies and procedures linked to the Safeguarding and Welfare of adult learners.

- Health and Safety Policy
- Disciplinary Procedures
- Policy on Confidential Reporting
- Policy and procedures for the management of allegations against staff
- Prevent Policy
- Safeguarding Policy
- SEND Policy for 16-19 students
- SEND Policy for Adult students
- Single Equality Scheme
- Staff Recruitment Policy
- Staff code of conduct
- Student code of conduct (adults)
- Stay Safe procedures

8.0 Further Information and Guidance

8.1 Related documents (located in the Safeguarding area on SharePoint):

8.1.1 [Adult safeguarding policy guidance and procedures Part 1 Responsibilities](#)

8.1.2 [Adult safeguarding policy guidance and procedures Part 2 Practice](#)

8.2 Information about safeguarding of adults within the local context

8.2.1 <https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/how-we-work/adult-safeguarding-and-mental-capacity/adult-safeguarding/safeguarding-adults-board/>

8.3 Disclosure and Barring Service

8.3.1 <https://www.gov.uk/disclosure-barring-service-check/overview>

Version	Approved by	Date Approved
1	Principal	September 2013
2	Corporation	July 2015
3	Corporation	July 2016

APPENDIX A

Definitions of categories of abuse or harm

There are many forms of abuse and neglect, and instances can be one-off or multiple and affect one person or more. The list below is not exhaustive, but seeks to illustrate the sort of behaviour that could give rise to a safeguarding concern:

- **Physical abuse:** including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.
- **Domestic violence:** 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 and sexual assault or 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 or unreasonable and unjustified withdrawal of services or supportive 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, or the misuse or misappropriation of property, possessions or benefits.
- **Modern slavery:** encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
- **Discriminatory abuse:** including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or 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 on-going ill-treatment. It can be through neglect or poor professional practice as a result of the 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
- **Self-neglect:** this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

APPENDIX B

**Logging a concern about a vulnerable adult student's welfare and safety
Hills Road SFC, Cambridge, CB2 8PE**

Please print this form and give it to the designated person for vulnerable adults immediately (Rory Seddon –rseddon@hillsroad.ac.uk 01223 278037)

Student's name	
Date of birth	
Date of report	Time
Your name (print)	Signature
Your role	
Date of concern/incident	Time of concern/incident
Describe the incident as factually as possible. Include who was involved and what happened. Please describe any behavioural or physical signs you have noticed	
Please check to make sure what you have written is clear to a third party: could another person understand it in the future?	
Received by designated person	
Date/time	

Proposed action by the designated person – see over



**EQUALITY ANALYSIS
Initial Screening Form**

(on completion this form is to be appended to the relevant policy)

1	Policy/process to be assessed: Safeguarding Adult Learners Policy				
2	Date: Sep 2012		New/review: Review		
3	CST lead: Assistant Principal (Resources)				
4	Other EA team member/staff member responsible: Rory Seddon				
5	What is the policy/process trying to achieve? To ensure that adequate steps are in place to protect adult students from abuse and to outline the procedures to be followed in cases of suspected, or alleged, abuse.				
6	Who implements, carries out or delivers the policy/process? Please state all applicable e.g. departments, teams, individuals including external. <ul style="list-style-type: none"> • Director of Business and Finance as the 'designated person' • All AE staff, including temporary and volunteer staff. 				
7	Who does this policy/process affect and in what way? Indicate below.				
	Staff	Staff need to be aware of the procedures to take following disclosure by a student or if they suspect abuse or have allegations made against them.			
	Students	Adult students should be made aware of how to report abuse and to whom, including the processes that this involves.			
	Parents	No			
	Potential staff	No			
	Potential students	Not directly, although any existing safeguarding issues may be transferred on enrolment from previous institutions, if relevant.			
	Potential parents	No			
	Governors	No			
	Visitors to site	No			
	Wider community	No			
	Other stakeholders	External agencies e.g. Cambridgeshire Adult Safeguarding Board and other educational institutions who have had previous involvement with relevant students			
8	Please assess how this policy/process may affect different protected groups differently? (See below for complete list)				
	Group	+ve	-ve	Neutral	Evidence
	Age			✓	
	Disability			✓	
	Gender			✓	
	Gender reassignment			✓	

	Pregnancy and maternity			✓	
	Religion or belief (or none)			✓	
	Sexual orientation			✓	
	Marriage or civil partnership			✓	
	Race		✓		Potential for lack of understanding by some students, with regard to language barriers (e.g. on EFL courses) on <u>how</u> to disclose a concern and in understanding the consequences and implications of doing so.
	Socio-economic			✓	
9	What other policies/processes are linked? <ul style="list-style-type: none"> ○ Safeguarding Policy ○ Staff recruitment Policy ○ Health and Safety Policy ○ Single Equality Scheme ○ Disciplinary Procedures for adult students ○ Confidentiality Policy 				
10	What information is available on the impact of this policy/process? How was this obtained? There is only one incident to refer to. Following a possible safeguarding issue the procedures outlined in the policy were implemented and no adverse impact was evidenced. As a result of this particular incident an additional scenario has been introduced into the Safeguarding training for all tutors to further enhance the existing training.				
11	What information/data is required to complete this analysis effectively? It may prove beneficial to gather data on numbers of cases where the Safeguarding of Adult Learners Policy has been invoked, although it is anticipated that the numbers will be too small for any meaningful conclusions to be drawn.				

Decision

Has the initial analysis identified a potentially adverse impact on any of the protected characteristic groups?

Yes/No

If yes, what action has been taken to address this?

The students' guidelines booklet, which details the relevant information for students is available online therefore an online 'translator' can be used to ensure understanding by students.

Is a full Equality Analysis required?

Yes/No

Signed (CST lead)

Jill Aberdonr

Date Sept 2012