

SAFEGUARDING & PREVENT POLICY

1. PURPOSE

1.1 The purpose of this Policy is to ensure that Philip Morant School and College works together with the relevant agencies to protect adults and young people at risk from abuse and exploitation. The policy aims to ensure the safety of learners whilst at the premises and any concerns related to learner safety are reported to the relevant agencies.

2. SCOPE

2.1 This Policy and its accompanying procedures apply only to adults and young people who are deemed to be at risk and are students at Philip Morant School and College. However, we take our duty of care seriously with regards to all staff and students and concerns will be recorded and reported appropriately.

2.2 Though the majority of abuse and exploitation is often viewed as taking place outside of the learning environment, it is still the responsibility of the organisation to inform the relevant agencies of these concerns.

3. PRINCIPLES

3.1 An effective policy is key to ensuring that adults and young people at risk are protected from abuse and exploitation. It recognises that the key is ensuring that the relevant agencies are informed of any concerns. (This would normally be the appropriate local authority department.)

3.2 The organisation will ensure robust procedures are in place to identify, deal with or report any form of abuse and provide a safe environment for all. This includes preventative measures such as awareness raising events and training programmes on Safeguarding matters.

4. DEFINITIONS

4.1 Who is an Adult and who is a Young Person at Risk?

An adult at risk is a person aged 18 years or over who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

A young person at risk is a person aged under 18 who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

4.2 What is Abuse?

Abuse is a violation of an individual's human and civil rights by any other person or persons. This may consist of a single or repeated act of abuse. The main different forms of abuse are:

- **Physical abuse**, including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.
- **Sexual abuse**, including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressurised into consenting.
- **Psychological abuse**, including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercions, harassment, verbal abuse, isolation or withdrawal from services or support networks.
- **Financial or material abuse**, including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- **Neglect and acts of omission**, including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
- **Discriminatory abuse**, including all the key protected characteristics and other forms of harassment, slurs or similar treatment.
- **Institutional abuse** occurs when the routines, systems and regimes of an institution result in poor or inadequate standards of care and poor practice which affects the whole setting and denies, restricts or curtails the dignity, privacy, choice, independence or fulfilment of adults and young people at risk. Institutional abuse can occur in any setting providing health and social care.
- **Radicalisation and extremism** occurs when an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine British Values

5. POLICY DETAILS

- 5.1 The Curriculum Manager for Learners with Learning Difficulties and Disabilities is the designated member of staff responsible for LDD adults and young people at risk.
- 5.2 Heather Griffiths is the designated members of staff responsible for all other adults and young people at risk.
- 5.3 It is the responsibility of all staff, regardless of organisational role, to immediately report and refer any incident of abuse or suspected abuse to the line manager who then would refer to the designated members of staff, as appropriate.
- 5.4 The designated members of staff will also offer advice should a person be unsure if it is a case of abuse. If a member of staff is unsure if it is a case of abuse then they must contact the relevant designated members of staff as soon as possible to seek advice. A cause for concern form should be used.
- 5.5 When an incident of abuse or suspected abuse is reported, the relevant designated member of staff will:

- Ensure where appropriate consent to report has been obtained and if refused details as to the reason.
- Take immediate action that ensures appropriate agencies are informed of any concerns that suggest an adult at risk may be being exploited or abused wherever this may be taking place.

5.6 The organisation will provide awareness raising events and training sessions to ensure a safe environment is created.

6. REFERENCES/SIGNPOSTING

6.1 External Policies and documents that have informed the policy:

- “No Secrets: Guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults and young people from abuse” Department of Health (2000).
- Safeguarding Vulnerable Groups Act 2006.
- Handbook for Inspecting Colleges September – Ofsted September 2012 and updated 2015 and 2016
- Protecting Adults & Young People at Risk: London multi-agency policy and procedures to safeguard adults and young people from abuse - Adults & Young People’s Services SCIE Report 30 January 2011.
- Children’s Act and Education Act.
- Keeping Children Safe

7. EQUALITY & DIVERSITY IMPACT SUMMARY

7.1 This Policy covers all adults and young people accessing provision at Philip Morant School and College and is wholly inclusive. The Policy also links directly with the Single Equality Scheme. The Policy underpins the organisation’s commitment to Equality and Diversity in its broadest context.

8. IMPLICATIONS FOR PERFORMANCE AND STANDARDS

8.1 This Policy has no significant implications for performance and standards.

9. IMPLICATIONS FOR STAFF DEVELOPMENT OR RESOURCES

9.1 The designated members must be appropriately trained to enable up to date information regarding external agency provision to be maintained.

9.2 All staff must receive awareness training and have access to relevant guides to enable identification of abuse or suspected abuse and this must include referral mechanisms.

3.12.18