



Safeguarding Policy

Principles, processes and practice to secure learners' safety and well-being

Adopted: 15th September 2016

Reviewed: 1st October 2017
30th September 2018
23rd December 2019
29th September 2020
30th January 2021
29th September 2021

Next review: 30th September 2022

What to do if you have a safeguarding concern

If you have a Safeguarding concern about any learner you must

1. IMMEDIATELY inform a member of the Safeguarding Team DIRECTLY and IN PERSON
2. The SAFEGUARDING TEAM are
 - i. **Martin Hanbury** – Designated Safeguarding Adult Lead
 - ii. **Beth Cocken** – Alerting Manager
 - **Do not** delay
 - **Do not** discuss with another person before informing the Safeguarding Team
 - **Do not** explore the concern yourself
3. The member of the Safeguarding Team will instruct you on what to do next and this must be completed within the timeframe set by that person

What will happen next

4. The member of the Safeguarding Team will investigate the concern and decide whether further action is needed. They may or may not inform you of that decision

Possible actions

5. The member of the Safeguarding Team may decide to
 - address the concern directly to the family
 - refer the concern to the Salford Safeguarding Adults Board
 - contact the Police
 - record the concern and take no further action

Key Contacts

- Principal: Martin Hanbury (DSAL) martin.hanbury@salford.gov.uk
- Vice Principal: Beth Cocken (Alerting Mg) bethany.cocken@salford.gov.uk
- Governor for Safeguarding: Sue Denny suedenny65@yahoo.com
- Chair of Governors: Dave Williams david.williams@srft.nhs.uk
- Chair of Trustees: Cole Andrew office@vigeo.org.uk

Important Contacts

- Salford Safeguarding Adults Team
Telephone: 0161 212 6146
website: safeguardingadults.salford.gov.uk
- Salford Adult Social Care Contact Team
Telephone: 0161 909 6517
Email: worriedaboutanadult@salford.gov.uk
- Adult Social Care Emergency Duty Team (out of hours)
Telephone: 0161 794 8888
4.30pm to 8.00am weekdays and 24 hours over weekends and bank holidays
- Salford Adult Social Services: social.services@salford.gov.uk
- GMP Public Protection Investigation Unit (PPIU): 0161 856 5171 or e mail
parklane.ppiu@gmp.police.uk

The Care Act 2014

We follow the six principles of safeguarding enshrined in 2014 Care Act:

1. **empowerment** - presumption of person led decisions and informed consent
2. **prevention** - it is better to take action before harm occurs
3. **proportionality** - proportionate and least intrusive response to the risk presented
4. **protection** - support and representation for those in greatest need
5. **partnerships** - local solutions through services working with their communities
6. **accountability** - accountability and transparency in delivering safeguarding

Designated Safeguarding Adult Lead

The responsibilities of the DSAL include

1. To be the first point of contact for staff and visitors with concerns (including 'out of hours')
2. To be responsible for ensuring that the organisation's safeguarding policy is kept up to date
3. To ensure that the organisation complies with safe recruitment procedures and induction processes for new staff
4. To assess information from staff regarding concerns about adults at risk and make decisions about whether concerns are sufficient enough to notify adult services or whether other courses of action are more appropriate
5. To liaise with the relevant Designated Adult Safeguarding Manager (DASM) and Local Authority Designated Manager (LADO) and make safeguarding referrals as appropriate
6. To ensure that any concerns raised are logged and stored securely
7. To have joint responsibility with the CEO, Governing Body and Trustee Board to ensure that the organisation's safeguarding policy and related procedures are followed and regularly updated
8. To be responsible for promoting a safe environment for adults at risk
9. To know the contact details of relevant statutory agencies such as the Police, CGC, CQC and Salford Safeguarding Adults Board
10. To appoint a deputy in case of absence or leave

Introduction

Chatsworth Futures is a community based specialist college located within Salford for young people aged from 19 – 25 years with severe and complex learning difficulties and as such is governed by the policies, procedures and practices of the Salford Adult Safeguarding Board.

Chatsworth Futures is a caring, happy and progressive learning community in which each person is valued equally and respected unconditionally. Our learning community promotes high expectations for each person and supports every member of our College community in achieving their potential as life-long learners.

At Chatsworth Futures, safeguarding young people is of paramount importance. Our learner population represent some of the most vulnerable members of our community as it is estimated that approximately 31% overall of children and adults with disability experience some form of abuse during their lives. This is wholly unacceptable and it is the duty of all professionals and practitioners working with people with a disability to play an effective part in eradicating this disgraceful indictment of our society.

The following policy, written in line with guidance from the Salford Safeguarding Adults Board's Adult Safeguarding Policy and Safeguarding Procedures.

[\(https://safeguardingadults.salford.gov.uk/professionals/policies-and-procedures/safeguarding-policy/ \)](https://safeguardingadults.salford.gov.uk/professionals/policies-and-procedures/safeguarding-policy/)

[\(https://safeguardingadults.salford.gov.uk/professionals/policies-and-procedures/safeguarding-procedures/](https://safeguardingadults.salford.gov.uk/professionals/policies-and-procedures/safeguarding-procedures/)

It is intended to support our learning community in developing an environment in which young people feel, and are, safe.

Definitions

Adult At Risk

Chatsworth Futures caters for a range of young people between 19 and 25 years with severe and complex learning disabilities including autism. All learners accessing the College can be defined as **adults at risk**.

An adult at risk is defined as 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' (DH, 2000).

The Care Act 2014 gives clear guidance that 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) and;
- is experiencing, or at risk of, abuse or neglect; and
- 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.

All members of staff, irrespective of their role or the environment they work in, have a fundamental part to play in the prevention of harm and abuse.

At Chatsworth Futures it is recognised that safeguarding adults at risk is everybody's responsibility.

An adult's risk of being deemed 'vulnerable' or 'at risk' is determined by a range of interconnected factors including personal characteristics, if they have a protected characteristic, factors associated with their situation or environment and social factors. Therefore, the following factors must also be considered when determining entry into safeguarding procedures:

- The overall vulnerability of the individual.
- The severity of alleged abuse.
- The degree/ extent of physical, emotional, psychological or financial harm.
- The duration and frequency of abuse/ neglect.
- The extent of pre meditation or otherwise.
- The risk of repeated acts involving the victim or others.

Abuse

The Department of Health guidance "*No Secrets*" states that the starting point for a definition is:

"Abuse is a violation of an individual's human and civil rights by any other person or persons"

Abuse may be:

- a single act or repeated acts
- an act of neglect or a failure to act
- multiple acts, for example, an adult at risk may be neglected and also being financially abused.

Types of abuse

Types of abuse include recognized by Salford's Safeguarding Adult Board includes

- 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

- [See also appendices C and D](#)

Current Areas of Concern

Radicalisation and Extremism

We recognise the risk of harm to learners through the processes of **radicalisation** and **extremism** and work within the guidance and frameworks provided by locally and nationally. [Young people with learning disabilities are particularly vulnerable to the 'grooming' processes associated with radicalisation and it is important for all staff to recognise this vulnerability and remain vigilant and curious at all times.](#)

[Staff must consider threats to our learners from a broad range of extremist groups including 'Far Right' organisations, religious extremists, extremist activists and anarchist groups. Staff must also be alert to the many portals and entry points for radicalisation and extremism which our learners may be drawn towards including social media, gaming platforms and particular interest groups.](#)

[Because of this, Chatsworth Futures has defined a clear protocol for **guest speakers**. In order to ensure the protection of our learners from radicalisation and extremism, any proposal for a guest speaker or external agency or individual to work with our learner will be vetted by either the Principal or Vice-Principal. This process will involve a written statement by the guest speaker outlining the purpose of their visit and the content of their session. A written risk assessment will be produced outlining the rationale for the refusal or acceptance of this proposal. Risk assessments will be forwarded to the governor responsible for safeguarding in the college.](#)

[In order to support staff in this complex area, leaders will ensure that they receive appropriate training which is regularly updated in this area.](#)

For further local information [related to the Prevent Duty](#) please refer to

safeguardingadults.salford.gov.uk/professionals/complex-safeguarding/prevent

Peer on Peer Sexual Harassment and Sexual Violence

Recent research conducted by Ofsted revealed endemic and profound abuse and harmful behaviours amongst peers within educational settings (See Appendices C and D). This research*, revealed that sexual harassment is commonplace. Sexual harassment, sexist name-calling and sexually harmful behaviour, including on-line activity, occur so frequently that they have been normalised. Children and young people do not report these incidents because they fear ostracisation by peers, being disbelieved by adults and being out of control of the situation if they report it.

*(<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>)

At Chatsworth Futures, it is important that we recognise that our learners may be the victims of abuse, the perpetrators of abuse, or both. We believe that all forms of sexual harassment, on-line sexual abuse and peer on peer abuse are unacceptable. A clear message from the research is that adults significantly underestimated the scale of sexual harassment and on-line sexual abuse. Therefore, it is our duty to adopt a core principle of the research report which advocates assuming abuse is happening and taking actions to prevent it. In order to do this, all staff must be alert to the possibility of sexual harassment, on-line sexual abuse and peer on peer abuse at all times. Staff must be vigilant and alive to any signs or indicators that learners may be engaged in or exposed to sexually harmful behaviours. Clearly, for young people with learning disabilities, recognising the signs and symptoms of abuse is complex. However, staff must note any changes in behaviour, any unexplained gifts or events or any verbal disclosures learners make.

The research reported that children and young people reported that abuse happened in unsupervised places such as parks or parties. Therefore, staff must be alert to the things learners tell us about their time outside of college remembering they may be telling us they are being harmed or, telling us they are harming others. Equally, the report revealed that some abuse happens within educational settings. Therefore, staff must be alive to the potential areas of the college where abuse could take place.

It is important to consider the issue of capacity in this matter. It may be argued that because the learners at Chatsworth Futures may lack capacity under the Mental Capacity Act 2005, they cannot be perpetrators of a criminal act. Nonetheless, if a learner is sexually harassed or abused by a peer, regardless of that peer's capacity to knowingly harm, the experience of the victim remains traumatic. Consequently, the actions we take to protect must be focused on the victim's experiences and not the perpetrator's capacity or intent.

Crucially, the college will ensure that learners receive appropriate learning, matched to their cognitive capacity, which enables them to form positive and healthy relationships with their peers. Where possible, we will enable learners to report any abuse they experience and ensure this is recorded and acted on accordingly. The college will also ensure that all staff receive the necessary training and development opportunities to enable them to safeguard learners from this form of abuse.

Objectives

Making Safeguarding Personal

We follow the six key principles highlighted in the Care Act 2014 namely

1. **empowerment** - presumption of person led decisions and informed consent
2. **prevention** - it is better to take action before harm occurs
3. **proportionality** - proportionate and least intrusive response appropriate to the risk presented
4. **protection** - support and representation for those in greatest need
5. **partnerships** - local solutions through services working with their communities
6. **accountability** - accountability and transparency in delivering safeguarding

as we endeavour to make safeguarding personal for our learners. This in practice necessitates that we

- make it common practice to help learners make their wishes and feelings known in respect of their care and treatment
- ensure that learners receive appropriate personal, health and social education

- make sure that all learners know how to raise concerns and give them access to a range of adults with whom they can communicate. Learners with communication impairments should have available to them at all times a means of being heard and listened to
- commit to securing an explicit understanding of adult safeguarding and well-being amongst the staff team
- develop and sustain close contact with families in a culture of openness on the part of all agencies
- provide guidance and training for staff on good practice in intimate care, working with learners of the opposite sex, addressing behaviours of concern, consent to treatment, anti-bullying strategies and sexuality and sexual behaviour
- ensure that decisions about [our learners](#) who lack capacity will be governed by the Mental Capacity Act [2005](#)

Our primary objective as a learning community is to provide a safe and secure learning environment for all our young people. This objective is driven by our moral obligation to ensure learners' well-being and by our pedagogical knowledge that learners are only equipped to learn when they feel safe.

Learners must feel safe with us, safe from one another and safe within their families and homes and community. We recognise that learners at Chatsworth Futures share a campus with pupils from Chatsworth High School and Community College or may visit the school site. Therefore, staff must be mindful of the need to consider both the protection of Chatsworth Futures learners as adults at risk and the need to safely manage all interactions between our adult learner population and Chatsworth High School and Community College's younger pupils.

Our practice must be characterised by a caring and nurturing ethos supported by our knowledge of individual learners. We must work closely with our learners in order to establish trusting and honest relationships. However, we must be clear with them that we cannot guarantee that everything they tell us is treated confidentially. Therefore, we are obliged to explain to learners that sometimes it may be necessary for us to report their discussions with us to another person or agency.

Members of staff, Governors of Chatsworth Futures and Trustees of the Chatsworth Multi Academy Trust must be supported in this complex area of work through clear and efficient processes for safeguarding learners. This needs to be reinforced through a comprehensive programme of staff, Governor and Trustee development to enable them to address all aspects of learners' well-being.

Behaviours of Concern

Some learners at Chatsworth Futures exhibit behaviours of concern and this can threaten the well-being of both their peers and members of staff. As a learning community we endeavour to protect learners from the challenges presented by their peers and to work with those learners who present behaviours of concern in order to support the development of positive behaviour patterns.

When addressing the needs of learners who exhibit behaviours of concern members of staff may, at times, find themselves in difficult situations in which they are required to act swiftly and decisively. In order to ensure that learners' needs and well-being remain paramount throughout these situations all members of the staff team will be instructed in an accredited behaviour support programme. All such difficult situations will be recorded using the recording mechanisms which are monitored on a weekly basis by the Senior Leadership Team.

We aim to work closely with parents, carers and families to secure our learners' well-being. This requires the development and maintenance of open and honest relationships between Chatsworth Futures and home in which difficult issues can be expressed in a calm, fair-minded and rational way. However, there may be occasions when, in the best interests of the learner, parents, carers and families are not engaged in the safeguarding process. These occasions are typically when a) a learner with capacity does not give us consent to share the information with their parent, carer or family member or b) it is believed that the sharing of safeguarding information could place the learner at further risk of harm.

Practice

The following section describes the necessary practice required to be in place to safeguard learners. It addresses safeguarding across several dimensions and contexts and considers threats to learners' well-being in their various forms.

Recognition of Abuse or Neglect

Abuse or neglect of a young person is caused by inflicting harm or by failing to act to prevent harm. The young people may be abused in a family or in an institutional or community setting by those known to them or more rarely by a stranger.

At Chatsworth Futures we recognise our duty to remain vigilant at all times in order to enable us to identify abuse or neglect and engage efficient and effective processes for the reporting of abuse and neglect. We are conscious that abuse or neglect may be caused by a range of people including members of our own staff and other learners attending Chatsworth Futures or the school. We are committed to the practices of safe recruitment, support for staff in stressful situations and positive behaviour support for learners who display challenging behaviour.

Signs and Symptoms of Abuse

The signs and symptoms of abuse are many and varied and are often difficult to distinguish from indicators which occur from a non-abusive accident, incident or experience. For learners with disability, determining whether a sign or symptom which causes concern is a result of abuse can be very difficult. However, all members of our learning community are obliged to remain highly vigilant at all times and report any concerns they have immediately. Members of staff should be aware of the signs and symptoms of abuse.

Responding to safeguarding concerns

Swift and immediate action is required of all members of the staff team where there is a concern for a young person's well-being. All members of staff have a duty and responsibility for all learners at Chatsworth Futures Specialist College in

respect to safeguarding concerns. Safeguarding concerns cannot be passed from one member of staff to another.

What to do if you have a Safeguarding Concern

If the concern is of an **urgent** nature:

1. Ensure the young person is safe. If the young person requires urgent medical attention then this must be sought in the first instance. You can access this by Dialling 999 or taking the young person directly to the nearest hospital which is Salford Royal Hospital as appropriate. If necessary contact the police who can exercise powers of protection.
2. Having secured the young person's safety, immediately verbally inform a member of College's **Safeguarding Team** who are

Martin Hanbury Designated Safeguarding Adult Lead	0161 707 1417
Beth Cocken Alerting Manager	0161 707 1417

3. If you are unable to contact any of the above people:

Contact adult social care contact team using the on-line portal at

www.salford.gov.uk/adult-safeguarding

What to do if you have a Safeguarding Concern

If the concern is of a **non-urgent** nature:

1. Inform one of the College's **Safeguarding Team** who are
 - Martin Hanbury
 - Beth Cocken

If you are unable to contact any of the above people [you can contact the DSL or DDSLs at Chatsworth school and college for advice or](#) contact adult social care contact team using the on-line portal at

www.salford.gov.uk/adult-safeguarding

What to do if you have a Safeguarding Concern

If the concern is either of an urgent or a non-urgent nature but you are **not comfortable raising the issue within Chatsworth Futures** or **you cannot contact any of the designated people outlined above**, you may either

Contact adult social care contact team using the on-line portal at

www.salford.gov.uk/adult-safeguarding

or, inform the Chatsworth Futures nominated Governor for Safeguarding, who is

Sue Denny

This process is also displayed on the College's **Safeguarding Notice Board**.

Alongside these processes for reporting safeguarding concerns, immediate action involving outside agencies may be necessary at any stage. In all cases it is vital to take whatever action is needed to safeguard the young person.

Members of staff who report reasonable safeguarding concerns to outside agencies or officers will be acting in accordance with the college's Whistleblowing Policy.

Consent

[Under the Care Act 2014, when there is a safeguarding concern, there is a presumption that adults at risk should be supported to understand why a referral to partner agencies is required and what the implications of that might be so that they](#)

can give informed consent to their information being shared. The exception to this would be when the learner does not have the capacity to understand the risk of harm and / or is not able to protect themselves from that harm.

We provide accessible information to our learners about abuse and their right to be protected, and the actions that might be needed to protect them.

We do not need the consent of parents or carers to make a safeguarding referral for a learner over the age of 18.

Working with Parents, Carers and Families

It is good practice to be as open and honest as possible with parents, carers and families about any safeguarding concerns or subsequent referrals. However, there must be no discussion of safeguarding concerns with parents, carers or families where the consequence of such discussion is likely to place the learner at significant risk of harm. Safeguarding concerns **must not** be discussed with parents, carers and families in the following circumstances:

- Where the learner has capacity to understand the implications and does not give consent for the information to be shared with their family member(s)
- Where the parent, carer or family member is believed to be the cause of the suspected harm and / or is believed to be complicit in the harm of the learner
- where sexual abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where fabricated or induced illness is suspected
- where contacting parents, carers or families would place a young person, yourself or others at immediate risk.

All initial discussions regarding safeguarding concerns will be conducted by the College's **Designated Safeguarding Adult Lead**.

Dealing with Disclosures of Abuse or Neglect

It is recognised that a learner may seek you out to share information about abuse or neglect or talk spontaneously individually or in groups when you are present. In these situations **YOU MUST**:

- Listen carefully to the young person.
- **DO NOT directly question the learner** unless this is the only way to ascertain whether they have been harmed.
- Give the learner time and attention.
- Allow the learner to give a spontaneous account; do not stop a learner who is freely recalling significant events.
- As soon as possible afterwards, make an accurate written record of the information you have been given, taking care to record the timing, setting and people present, the learner's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the learner's own words where possible.
- Explain that you cannot promise not to speak to others about the information they have shared - **do not offer false confidentiality.**
- Reassure the learner that:
 1. they have done the right thing in telling you;
 2. they have not done anything wrong;
- Tell the learner what you are going to do next and explain that you will need to get help to keep him or her safe.
- **DO NOT ask the learner to repeat** his or her account of events to anyone.
- Report **immediately** to the **Designated Safeguarding Adult Lead.**
- When requested, make a log on CPOMS and give the original notes to the DSAL

Parents, carers or a relevant family member will usually be informed if a referral is being made unless the learner does not give consent to this or there is a risk of further harm to the learner as a consequence (see above). However, the inability to inform parents for any reason should not prevent a referral being made. In this event, a multi-agency decision will be made as to how and when the parents or carers should be approached and by whom.

Whilst ordinarily the Chatsworth Futures **Designated Safeguarding Adult Lead or alerting manager** will make all referrals, any member of staff is entitled to take this action. Best practice would dictate that in the first instance the **Designated Safeguarding Adult Lead or alerting manager** makes referrals. However if that person is not available or if that person is implicated in the concern, members of staff must make the referral themselves using the contact details provided above.

When making a referral, be prepared to give as much information as possible. Please note that each learner's data sheet contains much of the necessary information required in the referral process. These sheets can be obtained from the College's Business Team. However, the unavailability of some information should not stop you making a referral. When referring a safeguarding concern you should, where possible, provide

- Your name, telephone number, position and request the same of the person to whom you are speaking.
- The learner's full name and address, telephone number, date of birth and siblings.
- The learner's gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others including the person(s) with lasting power of attorney (where applicable).
- The names of professionals known to be involved with the learner (GP, Social Worker).
- The nature of the safeguarding concern and foundation for it.
- An opinion on whether the learner may need urgent action to make them safe.
- Your view of what appears to be the needs of the learner and family.
- Whether the learner has given consent to the referral being made, whether the learner has capacity to give informed consent to the referral or, if the learner has capacity but does not consent, the rationale for making the referral without consent.

Following a referral

- Ensure that you keep an accurate record of your concern made at the time.
- Put your concern in writing following the referral (within 48 hours - and using the inter-agency referral form).
- Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

Allegations Against Adults Within Chatsworth Futures or Other Agencies

Allegations against members of Chatsworth Futures staff or associated professionals and practitioners should be guided by the [Care Act 2014 and Salford Safeguarding Adults procedures](#).

If you have any information that suggests a member of staff or visiting professional has harmed a learner under any of the categories of abuse listed earlier in this document, breached the staff code of conduct or behaved in a way that indicates they are not suitable to work with vulnerable adults, you should speak immediately with the **Designated Safeguarding Adult Lead**. The **Designated Safeguarding Adult Lead** will refer the matter to **Salford Adult [Social Care](#)**.

The **Designated Safeguarding Adult Lead** must not conduct an initial investigatory interview. A professional from **Salford Adult [Social Care](#)** will advise on a suitable course of action for the College to take.

It is recognised that some learners may fabricate allegations against members of staff at times. It is essential that the circumstances around these allegations are investigated immediately by the College's **Designated Safeguarding Adult Lead**. A written record of this initial investigation must be made.

Following this investigation the person leading the investigation may decide either to take no further action or make a referral to **Salford Adult [Social Care](#)**. Whichever course of action is decided upon, a written record of this decision including the reason or reasons for the decision must be made.

Whistleblowing

If the **Designated Safeguarding Adult Lead** or any senior leader, Governor or Trustee is implicated in the concerns you should discuss your concerns directly with the **Adult Safeguarding Team** on **0161 631 4777** during normal working hours and **0161 794 8888** outside these times.

Confidentiality

It is important to ensure that matters relating to the safeguarding of learners are treated in the strictest confidence. Consequently any member of staff with a safeguarding concern is required to address this concern with the **Designated Safeguarding Adult Lead** or Alerting Manager. Under no circumstances should safeguarding concerns be discussed with colleagues or any person outside of Chatsworth Futures except Salford Adult Social Care. **Breaches in confidentiality will be addressed through our disciplinary procedures.**

Information in relation to safeguarding concerns will be shared on a *need to know* basis and may result in members of staff not being fully informed about issues relating to certain learners. Sometimes, members of staff may report concerns and never learn the full detail of the consequences of their report despite the fact that significant changes have been brought about for the learner's well-being. However, staff member who raises concerns should be given enough information to be reassured that appropriate action has been taken.

Where the sharing of information is vital in order to safeguard learners, the issue of confidentiality is secondary to the learner's need for protection. In these cases the **Designated Safeguarding Adult Lead** may elect to inform key individuals about specific elements of the case.

Record Keeping

If a safeguarding referral is made by any member of staff, the **Designated Safeguarding Adult Lead** or **Alerting Manager** will ask the member of staff to make a log on CPOMS of their concern and any action taken.

The physical cause for concern form (if used) and any initial notes will then be stored securely by the DSAL or alerting manager.

The contents of the referral form and the CPOMS recording and storage process are subject to the Trust's data protection processes and the commonly held views on confidentiality.

Any breach of this protocol will result in immediate disciplinary action being taken.

Supply Staff and Volunteers

This policy will be forwarded to all agencies that provide temporary staff to Chatsworth Futures with a clear instruction to ensure their staff have read the policy before arriving at the College. Temporary staff will be required to verify that they have read the policy by signature before they commence working in the College. Volunteers will be required to read this policy and verify by signature that they have read it prior to working within the College.

Sharing this Policy with Parents and Carers

This policy is available for all parents and carers to read at any time. Parents and carers have been made aware of the existence of this policy and have been offered access to it on request.

Governance

In order to enable Governors to fulfil their responsibilities in scrutinising safeguarding at Chatsworth Futures, leaders will produce a termly written report for Governors outlining

1. the number of cases escalated to Salford Adult Social Care and the current status of the case
2. the number of cases currently open on the college CPOMS system and the current actions being taken by leaders
3. the number of cases closed by leaders since the last report and the rationale for closing them

Conclusion

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Chatsworth Futures is committed to safeguard the well-being of all of its learners. The College is a critical agent in the lives of its learners and is the organisation which experiences day-to-day practical contact with the young people in its care. This unique and privileged position places an obligation upon the College community to continuously evaluate the processes by which it safeguards its learners and seek to continuously improve those processes.

This policy should be read in conjunction with all pertinent College and Local Authority policies and documents.

Appendix A

**SAFEGUARDING ADULTS AT RISK
GUIDELINES FOR FRONT LINE MANAGERS**

If Abuse is Suspected or Reported – YOU MUST

Make sure everyone is SAFE

Look to reduce any danger without endangering yourself or making things worse



STAGE 1 – ASSESS

Is the vulnerable adult in immediate danger?

Has a crime been committed?

YES – YOU MUST



Contact Emergency Services Immediately
Police – in an emergency 999 or 0161 872 5050
Ambulance – 999

NO – YOU MUST



Go straight to Stage 2



STAGE 2 - THEN YOU MUST CONTACT

Inform the Local Authority: via Social Care Contact Team on 0161 909 5617 and by completing alert form SG1 <http://www.salford.gov.uk/adultabuse-forms.htm> or on the Chatsworth I-drive (adult safeguarding folder)

If concern is during out of hours: contact, Salford Social Services Emergency Duty Team. Telephone: 0161 794 8888 (4.30pm to 8.30am weekdays and 24 hours over weekends and bank holidays) and complete and forward safeguarding alert form SG1 to relevant team.

REMEMBER

- **Do Not contaminate** any evidence the Police may require.
- Appropriate Support for all those involved needs to be provided
- Ensure staff who are reporting concerns are able to continue their duties/consider cover
- Ensure that all information that is recorded is accurate, factual, dated, timed and signed
- Responsible information sharing is key to enabling services to protect victims
- Do not commence any investigation unless this has been agreed by the relevant Senior Manager.
- The Local Authority is responsible for initiating any investigation, be guided by them Do not commence any investigation unless this has been agreed by the relevant officer of the Local Authority.

Adult Social Care Emergency Duty Team (out of hours)

Telephone: 0161 794 8888

4.30pm to 8.00am weekdays and 24 hours over weekends and bank holidays

Appendix B

Some current issues in the protection of adults at risk

- Radicalisation and Extremism
- Trafficking
- Female Genital Mutilation
- People Missing From Education
- Sexual Exploitation
- Honour Based Violence
- Forced Marriage
- Breast Ironing
- Peer on Peer Abuse
- Sexual Violence and Harassment

Appendix C

Definition: Sexual behaviours across a continuum

<u>Normal</u>	<u>Inappropriate</u>	<u>Problematic</u>	<u>Abusive</u>	<u>Violent</u>
<ul style="list-style-type: none">- <u>Developmentally expected</u>- <u>Socially acceptable</u>- <u>Consensual, mutual, reciprocal</u>- <u>Shared decision-making</u>	<ul style="list-style-type: none">- <u>Single instances of inappropriate sexual behaviour</u>- <u>Socially acceptable behaviour within peer group</u>- <u>Context for behaviour may be inappropriate</u>- <u>Generally consensual and reciprocal</u>	<ul style="list-style-type: none">- <u>Problematic and concerning behaviour</u>- <u>Developmentally unusual and socially unexpected</u>- <u>No overt elements of victimisation</u>- <u>Consent issues may be unclear</u>- <u>May lack reciprocity or equal power</u>- <u>May include levels of compulsivity</u>	<ul style="list-style-type: none">- <u>Victimising intent or outcome</u>- <u>Includes misuse of power</u>- <u>Coercion and force to ensure victim compliance</u>- <u>Intrusive</u>- <u>Informed consent lacking or not able to be freely given by victim</u>- <u>May include elements of expressive violence</u>	<ul style="list-style-type: none">- <u>Physically violent sexual abuse</u>- <u>Highly intrusive</u>- <u>Instrumental violence that is psychologically and/or sexually arousing to the perpetrator</u>- <u>Sadism</u>

Source: Hackett, S, 'Children, young people and sexual violence' in 'Children behaving badly? Exploring peer violence between children and young people', 2010.

Appendix D

Definitions

The term 'peer-on-peer' sexual abuse includes:

- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm
- sexting (also known as 'youth-produced sexual imagery')

On-line sexual abuse includes

- receiving unsolicited explicit photographs or videos, for example 'dick pics'
- sending, or being pressured to send, nude and semi-nude photographs or videos ('nudes')
- being sent or shown solicited or unsolicited online explicit material, such as pornographic videos

Typical platforms for sharing material between peers tended to be WhatsApp or Snapchat.

