



Safeguarding Policy

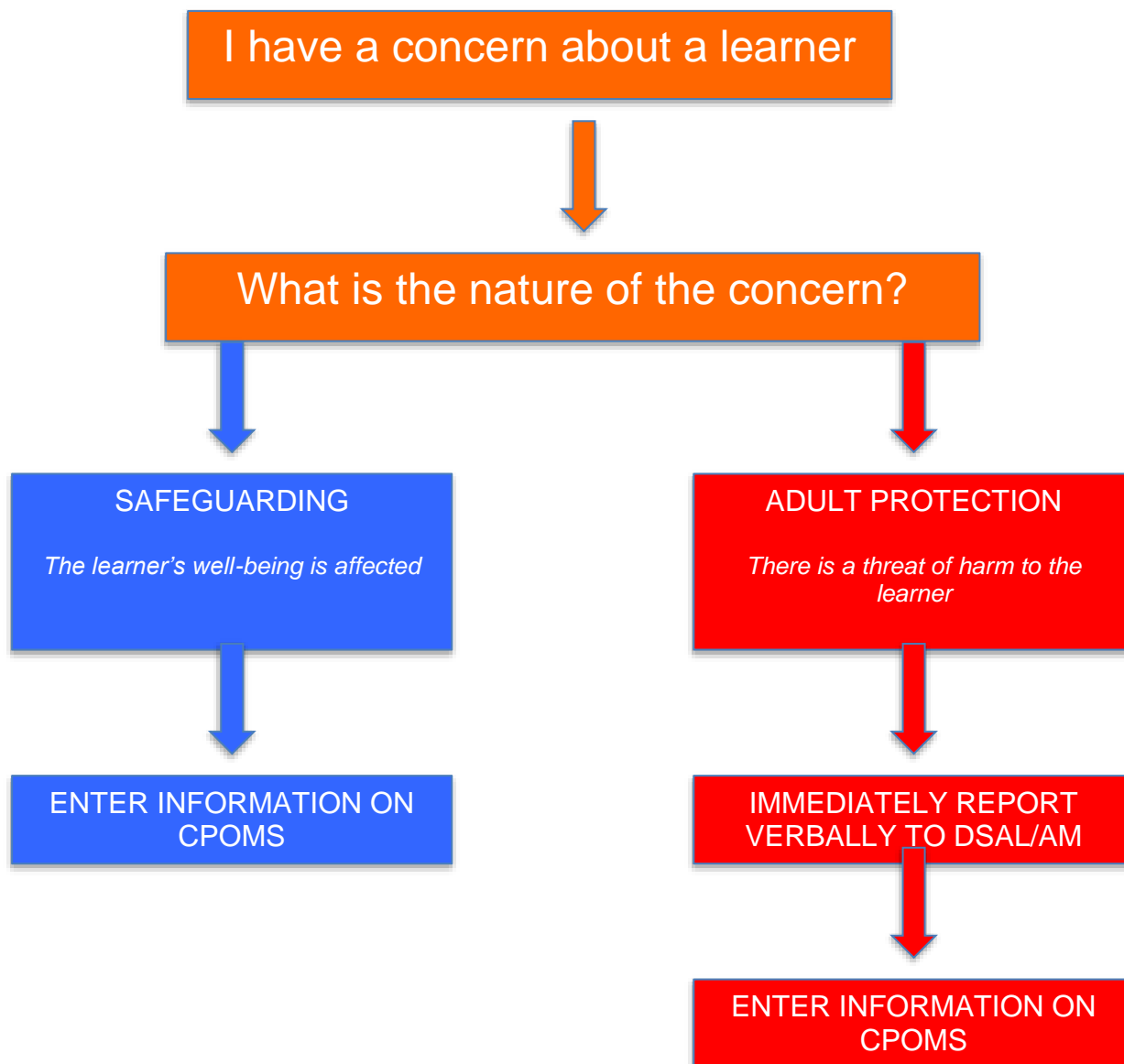
Principles, processes and practice to secure learners' safety and well-being

Adopted: 15th September 2016

Reviewed: 1st October 2017
30th September 2018
23rd December 2019
29th September 2020
30th January 2021
29th September 2021
16th January 2023
16th March 2023

Next review: 16th January 2024

Reporting Concerns



Examples

These examples are not exhaustive but are intended to guide staff in making decisions.

SAFEGUARDING

The learner's well-being is affected

- The learner may be untidy or unclean
- The learner may seem tired or lethargic
- The learner may report that they feel hungry
- The learner may report concerning activities such as viewing inappropriate materials, being left alone or with young siblings, the presence of strangers in the home
- The learner may be acting out of character
- The learner's behaviour may have altered significantly
- The passenger assistant may report a concerning situation

ADULT PROTECTION

There is a threat of harm to the learner

- The learner may report that they have been harmed
- The learner may report harmful activities such as witnessing violence, viewing illegal materials, substance abuse
- The learner may report the presence of people known to be a threat
- The learner may have unexplained marks, bruises or scars
- The passenger assistant may report a potentially harmful situation

What to do if you have an adult protection concern

If you have an adult protection 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. **Tracey Holmes** – 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 martin.hanbury@salford.gov.uk
- Vice-Principal: Beth Cocken bethany.cocken@salford.gov.uk
- Pastoral Manager: Tracey Holmes (DSAL) tracey.holmes@salford.gov.uk
- Governor for Safeguarding: Nicola Platt nicola.platt@burycollege.ac.uk
- Chair of Governors: Fr. Jeremy Sheehy
- Chair of Trustees: Cole Andrew

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/>)

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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

We also 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. For further local information please refer to

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

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 disabled children who lack capacity will be governed by the Mental Capacity Act once they reach the age of 16

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 it is felt that the sharing of safeguarding information places the learner at significant 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 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 young person's safety, immediately inform a member of College's **Safeguarding Team** who are

Tracey Holmes Designated Safeguarding Adult Lead	0161 921 2095
Beth Cocken Alerting Manager	0161 921 2095

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

- Tracey Holmes
- Beth Cocken

2. 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 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

Nicola Platt

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 child or 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.

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 sexual abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) 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.**
- 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.
- 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**.

Parents, carers and families should be informed if a referral is being made unless there is a significant risk of 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** 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 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.
- The names of professionals known to be involved with the learner or their family (GP, Health Visitor, 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 consent of a parent with parental responsibility has been given to the referral being made.

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 document ‘*Safeguarding Children in Education: Dealing with Allegations of Abuse Against Teachers and Other Staff*’ (reference: DfES/2044/2005). This document is the basis of the procedure outlined below.

If you have information which suggests a member of staff who works with our learners or children or young people has:

- behaved in a way that has harmed or may have harmed a learner, child or young person
- possibly committed a criminal offence against, or related to, a learner, child or young person
- behaved towards a learner, child or young person in a way that indicated she or he is unsuitable to work with vulnerable adults, children or young people

you should speak immediately with the **Designated Safeguarding Adult Lead**. The **Designated Safeguarding Adult Lead** will refer the matter to the **Salford Safeguarding Adult Board**.

The **Designated Safeguarding Adult Lead** must not conduct an initial investigatory interview. A professional from the **Salford Safeguarding Adult Board** 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 the **Salford Safeguarding Adult Board**. 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**. Under no circumstances should safeguarding concerns be discussed with colleagues or any person outside of Chatsworth Futures. **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 consequences of their report despite the fact that significant changes have been brought about for the learner's well-being.

However, 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

All concerns must be recorded directly onto CPOMS by the member of staff who is raising the concern. Please note the flowchart on page one of this document.

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.

Conclusion

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.

**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

