

Adult Safeguarding Policy

Policy Review

The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **20th June 2023**
Reviewed: **12th July 2024**
Date of next review: **12th July 2025**

Signed



Craig Dembicki
Managing Director
Education 1st

Introduction

Education 1st Alternative Learning Provision is committed to ensuring the safety and wellbeing of our Key Stage 5 learners, staff, and key stakeholders, including parents and carers. This policy outlines our comprehensive approach to safeguarding adults and adheres to all relevant UK legislation and guidance, including the latest version of 'Keeping Children Safe in Education' (KCSIE).

Policy Statement

Education 1st Alternative Learning Provision is dedicated to safeguarding the welfare of our learners by protecting them from neglect, physical, sexual, and emotional harm. We believe that safeguarding is everyone's responsibility and that we must work collaboratively to maintain a safe environment.

Aims

- To provide Key Stage 5 learners with a safe learning environment.
- To ensure all staff understand their roles and responsibilities in safeguarding adults.
- To ensure compliance with UK safeguarding laws and guidance.
- To establish clear procedures for reporting and managing safeguarding concerns.
- To promote an environment where learners feel safe, respected, and heard.

Related Policies:

Education 1st Child Protection & Safeguarding Policy

Education 1st E-Safety Policy

Education 1st Staff Code of Conduct

Education 1st Health and Safety and Risk Management Policy

Education 1st Data Protection Policy

Section 1: Roles and Responsibilities

Designated Safeguarding Lead (DSL) and Deputy DSL

Designated Safeguarding Lead (DSL): Louise Harvey

Deputy Designated Safeguarding Lead (Deputy DSL): Paige Harvey **Responsibilities**

of the DSL and Deputy DSL:

- Leading on and managing safeguarding concerns and allegations.
- Ensuring staff are aware of and comply with this policy and other associated policies.
- Providing advice and support to staff on safeguarding issues.

- Liaising with external agencies, including the local authority and police.
- Ensuring that safeguarding training is up to date.
- Monitoring the use of safeguarding reporting software (CPOMS).

The DSL and Deputy DSL must be available at all times during school hours for staff to discuss any safeguarding concerns. They should ensure that all staff are adequately trained in safeguarding procedures and that this training is regularly updated to reflect changes in legislation and best practices.

All Staff

All staff have a responsibility to:

- Recognise signs of abuse and neglect.
- Report concerns to the DSL or Deputy DSL.
- Complete regular safeguarding training.
- Follow the safeguarding procedures outlined in this policy.

Staff should be vigilant at all times, taking notice of any signs that might indicate a learner is at risk. This includes changes in behaviour, physical signs of harm, or any other indicators as outlined in this policy.

Key Stakeholders (Parents/Carers)

- Encouraged to engage with safeguarding policies and procedures.
- Participate in safeguarding training and awareness sessions when offered.
- Report concerns about their child or other learners to the DSL or Deputy DSL.

Parents and carers should be informed about the safeguarding policies and practices of the institution. They should feel empowered to report any concerns they have about their own child or other learners.

Section 2: Recognising and Responding to Abuse

Types of Abuse

- **Physical Abuse:** Hitting, shaking, throwing, poisoning, burning, or other forms of physical harm.
- **Emotional Abuse:** Persistent emotional maltreatment causing severe and persistent adverse effects on emotional development.
- **Sexual Abuse:** Forcing or enticing a child or young person to take part in sexual activities, whether or not they are aware of what is happening.

- **Neglect:** The persistent failure to meet a child's basic physical and psychological needs, likely to result in serious impairment of health or development.

Physical abuse might involve hitting, slapping, pushing, kicking, or inappropriate restraint. Emotional abuse could include verbal abuse, threats, bullying, and constant criticism. Sexual abuse covers a range of acts including contact and non-contact activities such as exploitation through online channels. Neglect can include failing to provide adequate food, clothing, shelter, and medical care.

Indicators of Abuse

- Unexplained injuries or a history of repeated injuries.
- Fearful behaviour or extreme reactions.
- Sudden changes in behaviour or academic performance.
- Inappropriate sexual behaviour or knowledge.
- Poor hygiene or physical appearance.

Signs of abuse might include a learner becoming withdrawn, anxious, or unusually aggressive. Physical signs might include unexplained bruises or injuries. Emotional abuse might manifest as low self-esteem, withdrawal, or fearfulness. Neglect could present as poor hygiene, malnutrition, or untreated medical issues.

Reporting Procedures

- All concerns should be reported immediately to the DSL or Deputy DSL.
- Use the CPOMS software to document and report concerns.
- In cases where a learner is in immediate danger, the DSL or another member of the safeguarding team will contact the police directly.

Staff should be aware of the proper channels for reporting concerns. They should feel confident in using CPOMS to document their concerns and understand the importance of timely reporting.

Section 3: Safeguarding Procedures

Staff Recruitment and Training

- **Safer Recruitment:** Ensure all staff undergo thorough background checks, including DBS checks.
- **Induction:** New staff must complete safeguarding training during their induction period.
- **Ongoing Training:** Regular updates and refresher courses for all staff to remain current with safeguarding policies and procedures.

All recruitment processes must adhere to safer recruitment guidelines to prevent unsuitable individuals from working with learners. This includes verifying the identity, qualifications, and history of potential staff members.

Responding to Disclosures

- **Listening:** Listen carefully to the learner without interrupting.
- **Reassuring:** Reassure the learner that they have done the right thing by speaking up.
- **Recording:** Record the disclosure accurately using the CPOMS software.
- **Reporting:** Report the disclosure to the DSL or Deputy DSL immediately.

Staff should understand the importance of responding appropriately to disclosures. They should not make promises they cannot keep, such as promising absolute confidentiality.

Record Keeping

- Maintain accurate records of all safeguarding concerns and actions taken.
- Ensure records are stored securely and confidentially.
- Use CPOMS to document all safeguarding incidents and communications.

Accurate record-keeping is crucial in safeguarding. Records should be clear, concise, and factual, avoiding any subjective statements or assumptions.

Section 4: Managing Allegations Against Staff

Allegations Management

- **Immediate Action:** Any allegation against a member of staff should be reported immediately to the DSL or Deputy DSL.
- **External Reporting:** The DSL will report the allegation to the Local Authority Designated Officer (LADO).
- **Investigation:** Conduct a thorough and fair investigation, ensuring the safety of all learners during the process.
- **Support:** Provide appropriate support to the individual against whom the allegation is made and to the person making the allegation.

Allegations against staff must be handled with the utmost seriousness and confidentiality. The DSL should ensure that all allegations are investigated thoroughly and that the appropriate external agencies are involved where necessary.

See - Statement Procedures for Managing Allegations Against Members of Staff

Section 5: Preventing Radicalisation and Extremism

Understanding Prevent Duty

- **Prevent Duty:** Part of our safeguarding responsibilities under the Counter-Terrorism and Security Act 2015.
- **Recognising Risks:** Be aware of the risks of radicalisation and extremism.
- **Training:** Ensure staff receive training on how to recognise and respond to signs of radicalisation.

Radicalisation refers to the process by which individuals come to support terrorism or forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Procedures

- **Reporting Concerns:** Report any concerns about radicalisation to the DSL.
- **Intervention:** Work with external agencies to provide support and intervention where necessary.

Staff should be aware of the procedures for reporting concerns about radicalisation and understand the importance of early intervention to protect individuals from extremist influences.

Section 6: Safeguarding Vulnerable Adults

Definition of a Vulnerable Adult

A vulnerable adult is someone aged 18 or over who may need community care services due to a mental or other disability, age, or illness and who is or may be unable to take care of themselves or protect themselves against significant harm or exploitation.

Types of Abuse Specific to Vulnerable Adults

- **Financial Abuse:** Theft, fraud, exploitation, coercion in relation to an adult's financial affairs.
- **Discriminatory Abuse:** Harassment, slurs, or similar treatment based on race, gender, disability, sexual orientation, or age.

- **Institutional Abuse:** Mistreatment or abuse by an organisation or individual within an institution or care setting.

Recognising and Reporting

- Be vigilant to signs of abuse specific to vulnerable adults.
- Report concerns immediately to the DSL or Deputy DSL using CPOMS.

It is crucial to understand that vulnerable adults may face different forms of abuse compared to younger individuals. Staff should be trained to recognise these specific signs and know how to respond appropriately.

Section 7: Safeguarding in Specific Circumstances

Online Safety

- **Policies:** Implement robust online safety policies. See Education 1st online safety policy.
- **Education:** Educate learners about online risks and safe practices.
- **Monitoring:** Regularly monitor online activity to ensure safety.

With the increasing use of digital technology, online safety has become a critical aspect of safeguarding. Learners should be educated about the risks associated with online activities and how to protect themselves.

Health and Safety

- **Environment:** Maintain a safe physical environment for all learners and staff.
- **Training:** Ensure staff are trained in health and safety procedures.

Creating a physically safe environment is fundamental to safeguarding. This includes regular risk assessments and ensuring that all safety equipment is up-to-date and in good working order.

Confidentiality

- **Data Protection:** Adhere to data protection laws and ensure the confidentiality of safeguarding records.
- **Information Sharing:** Share information only with relevant parties and on a need-to-know basis.

Confidentiality is paramount in safeguarding. Information should only be shared with those who need to know to protect the individual involved and should be handled with the utmost care.

Section 8: Partnership Working

External Agencies

- **Collaboration:** Work with external agencies such as social services, the police, and healthcare providers.
- **Referrals:** Make referrals to external agencies when necessary.

Effective safeguarding requires collaboration with external agencies. Staff should be aware of the procedures for making referrals and understand the importance of working together to protect individuals.

Multi-Agency Working

- **Strategy Meetings:** Participate in multi-agency strategy meetings to discuss and plan interventions for safeguarding cases.
- **Information Sharing:** Share information with other agencies to protect learners and manage risks effectively.

Multi-agency working is essential in safeguarding. By sharing information and working together, agencies can provide a more comprehensive and effective response to safeguarding concerns.

Section 9: Monitoring and Review

Policy Review

- **Regular Reviews:** Review this policy annually or when there are significant changes in legislation or guidance.
- **Feedback:** Incorporate feedback from staff, learners, and stakeholders into policy reviews.

Regular reviews ensure that the safeguarding policy remains up-to-date and effective. Feedback from all stakeholders is crucial in identifying areas for improvement.

Audit and Compliance

- **Internal Audits:** Conduct regular audits to ensure compliance with safeguarding policies and procedures.
- **External Audits:** Participate in external audits by regulatory bodies.

Audits help to ensure that safeguarding policies and procedures are being followed correctly. They also provide an opportunity to identify and address any areas of noncompliance.

Section 10: Additional Resources and Support

Support for Learners

- **Counselling Services:** Provide signposting to counselling and support services for learners.
- **Peer Support:** Encourage peer support networks within the institution.

Support services are essential for helping learners deal with the effects of abuse or neglect. Peer support networks can also provide valuable emotional and social support.

Support for Staff

- **Wellbeing Programmes:** Implement staff wellbeing programs to support their mental and emotional health.
- **Training:** Provide ongoing training and support to staff dealing with safeguarding issues.

Supporting staff is just as important as supporting learners. Wellbeing programs and regular training help to ensure that staff are equipped to handle safeguarding issues effectively.

Concluding Statement

Education 1st Alternative Learning Provision is committed to safeguarding and promoting the welfare of all our Key Stage 5 learners. We recognise that safeguarding is a continuous process that requires vigilance, commitment, and collaboration. By adhering to this policy, we aim to create a safe and supportive learning environment where every individual can thrive.

Appendices

Appendix A: Key Legislation and Guidance

- Keeping Children Safe in Education (KCSIE)
https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf
- The Children Act 1989 and 2004
https://assets.publishing.service.gov.uk/media/60e6fb43d3bf7f56896127e5/The_Children_Act_1989_guidance_and_regulations_Volume_2_care_planning_placement_and_case_review.pdf
- The Education Act 2002
<https://www.education-uk.org/documents/acts/2002-education-act.html>
- The Counter-Terrorism and Security Act 2015
<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>
- Working Together to Safeguard Children 2023
https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf
- The Care Act 2014
https://assets.publishing.service.gov.uk/media/5a7dc00a40f0b65d886342e3/Making_Sure_the_Care_Act_Works_EASY_READ.pdf
- Data Protection Act 2018 and GDPR
<https://www.legislation.gov.uk/ukpga/2018/12/contents>

Appendix B: Contact Information

- **Designated Safeguarding Lead (DSL):** Louise Harvey – louise.harvey@education-1st.org.uk • **Deputy Designated Safeguarding Lead (Deputy DSL):** Paige Harvey – paige.harvey@education-1st.org.uk • **Local Authority Designated Officer (LADO):** [lodo@bristol.gov.uk](mailto:lado@bristol.gov.uk)

Appendix C: Case Study

Case Study: Safeguarding a 17-Year-Old Student with Autism

- Name: JP
- Age: 17
- Diagnosis: Autism Spectrum Disorder (ASD)
- Key Stage: 5
- School: Education 1st Alternative Learning Provision

Background: JP is a 17-year-old student with Autism Spectrum Disorder (ASD) who has been attending Education 1st Alternative Learning Provision for two years. JP is highly intelligent, particularly in IT and computing, but struggles with social interactions and understanding social cues. He often prefers spending time online, engaging with various internet forums and social media platforms.

Identification of Risk: Concerns about JP first arose during a routine parent telephone conversation. His mother, Mrs. P mentioned that JP had become increasingly withdrawn and secretive about his online activities. He spent a significant amount of time on his computer, and she noticed he had joined several online discussion groups that she did not recognise. Mrs. P also found some alarming search history related to extremist right-wing content.

Initial Steps Taken:

- 1. Confidential Reporting:**
 - o Mrs. P reported her concerns to JP's Mentor, who documented the concerns using CPOMS and immediately informed the Designated Safeguarding Lead (DSL), Louise Harvey.
- 2. Immediate Assessment:**
 - o The DSL conducted an initial assessment to understand the context of JP's online activities. This involved a private conversation with JP, where she carefully listened to his experiences without making assumptions or judgments.
- 3. Review of Online Activity:**
 - o With consent from Mrs. P, the DSL reviewed JP's internet history and online group memberships. This review confirmed that JP had been accessing extremist content and engaging in discussions that promoted radical ideologies.

Intervention:

- 1. Referral to External Agencies:**

- o The DSL referred the case to the Prevent team, detailing the nature of the concerns and the findings from the initial assessment.
- 2. **Multi-Agency Strategy Meeting:**
 - o A strategy meeting was organized involving the DSL, the Prevent Coordinator, a representative from the local police, and social services. During the meeting, the risks were discussed, and a comprehensive intervention plan was developed.
- 3. **Preventive Measures:**
 - o **Internet Safety Education:** JP was provided with targeted education on internet safety, focusing on recognising and avoiding extremist content. This was tailored to his understanding, considering his ASD.
 - o **Parental Guidance:** Mrs. P received guidance and resources on monitoring JP's internet use effectively and on how to talk to him about the dangers of online radicalisation.

Monitoring and Review:

1. **Regular Check-ins:**
 - o The DSL and the Deputy DSL, Paige Harvey, conducted regular check-ins with JP to monitor his wellbeing and ensure he felt supported. These check-ins included discussions about his online activities.
2. **Ongoing Collaboration with External Agencies:**
 - o The Prevent team assessed that a referral to the Channel system was not necessary so their involvement ceased. However this prompted all staff to complete Prevent refresher training and all SLT to complete Prevent Referral and Channel training. Family support worker maintained regular contact with Education 1st, providing updates and receiving feedback on JP's progress. This collaborative approach ensured that any emerging risks were promptly addressed.
3. **Evaluation of Intervention Effectiveness:**
 - o After six months, a follow-up multi-agency strategy meeting was held to evaluate the effectiveness of the interventions. Positive progress was noted, with James showing a significant reduction in accessing extremist content and a greater understanding of online safety.

Outcomes:

- **Improved Online Behaviour:** JP became more discerning about his online activities, understanding the risks associated with certain online groups and content.
- **Enhanced Support Network:** JP benefited from the consistent support provided by the school, his family, and external agencies. He developed a stronger relationship with his Mentor and felt more comfortable discussing his online experiences.
- **Parental Empowerment:** Mrs. P felt more confident in her ability to monitor and guide James's internet use, creating a safer home environment.



☎ 07341 564 377
✉ admin@education-1st.org.uk
🌐 www.education-1st.org.uk

Conclusion: This case study highlights the importance of a proactive and collaborative approach to safeguarding, particularly for vulnerable learners like JP. By recognising the risks associated with his internet use and potential radicalisation, Education 1st Alternative Learning Provision, in partnership with external agencies, successfully intervened to protect and support JP. This comprehensive intervention ensured that JP could continue his education in a safe and supportive environment, demonstrating the effectiveness of the school's safeguarding policy and procedures.