

Policy 1.6 – Safeguarding Adults

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Delegated Committee	Safeguarding, Prevent and Equalities			

This Policy should be read in conjunction with the following Landmarks policies and documents:

Policies	Documents
1.6a Safeguarding Children 1.10 Code of Conduct 4.3 Safer Recruitment 4.8 Personal Safeguards 6.1 Digital Technology Acceptable Use 4.9 Visitors	Keeping Children Safe in Education Part One, 2021 Care Act, 2014 (Sections 42-46) Nottingham and Nottinghamshire Multi-Agency Safeguarding Adults Board Staff Handbook

All college policies are impact screened by the Safeguarding, Prevent and Equalities Committee (SPEC) when material changes are proposed to policies. It is for the Policy Author to highlight to SPEC when material changes are proposed.

The policy has been reviewed using the Equality Impact Screening tool (EIS), positive impact is explicitly intended and very likely.

This policy was EIS by SPEC on: _____

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Scope and Purpose

This policy is for use by all employees, volunteers, and trustees of Landmarks. The college has a legal and professional obligation to safeguard its learners. This policy is to provide:

- Definitions of safeguarding
- Types of abuse
- Direction and guidance on how to recognise and respond to safeguarding concerns

These guidelines aim to outline the 6 key competencies that all staff must demonstrate:

1. Understanding the definition of an adult who meets the safeguarding criteria as defined by the Care Act (2014).
2. Understanding the types and signs of abuse as defined by the Care Act (2014).
3. Understanding the importance of whistle blowing procedures.
4. Understanding the importance of creating a safe environment to minimise the risk of abuse and harm.

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5. Understand their role as defined within to the multi-agency and internal policy and procedure including how to report and record concerns of abuse using appropriate systems.
6. Raise awareness of legislation applicable to role and responsibilities.

Who Are We Safeguarding?

This policy applies to the safeguarding of adults aged 18 and over who have care and support needs meeting the conditions below, as defined by the Care Act (2014); is experiencing, or at risk of, abuse and neglect; or as a result of care and support needs is unable to protect themselves from the risk of abuse or neglect.

Conditions for Care and Support Needs

When determining eligibility for care and support needs under the Care Act (2014), local authorities must consider the following three conditions:

Condition 1 - The adult's needs for care and support arise from or are related to a physical or mental impairment or illness and are not caused by other circumstantial factors.

This includes if the adult has a condition as a result of physical, mental, sensory, learning or cognitive disabilities or illnesses, substance misuse or brain injury.

Condition 2 - As a result of the adult's needs, the adult is unable to achieve two or more of the outcomes specified in the regulations and outlined in the section: [‘Eligibility outcomes for adults with care and support needs’](#).

Condition 3 - As a consequence of being unable to achieve these outcomes, there is, or there is likely to be, a significant impact on the adult's wellbeing, determining whether:

- the adult's needs impact on at least one of the areas of wellbeing in a significant way or
- the cumulative effect of the impact on a number of the areas of wellbeing means that they have a significant impact on the adult's overall wellbeing.

(Source: <https://www.scie.org.uk/care-act-2014/assessment-and-eligibility/eligibility/criteria-adults-care.asp>)

Definitions of Abuse

Abuse is a violation of an individual's human and civil rights by any other person(s) which may result in significant harm. It may be a single act, repeated acts, an act of neglect, or a failure to act or multiple acts (Care Act, 2014). Types of abuse are variable and may be described as:

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Physical Abuse

This includes injuries which are not explained satisfactorily or where there is concern that the injury was inflicted intentionally. Pushing, shaking, pinching, slapping, punching and force-feeding could come into this category depending on the circumstances in which they occurred.

Physical abuse can also include situations where people are caused unreasonable physical discomfort through the withholding of care or the application of inappropriate techniques or treatment. Deprivation and forcing of food and water and involuntary isolation and confinement (e.g. inappropriate methods of restraint) can be physical abuse. Physical abuse can include forcing of prescribed or non-prescribed medication against the person's will or covertly medicating without a Deprivation of Liberty Safeguards (DoLS) authorisation and best interest plan.

Sexual Abuse

Sexual abuse is the involvement of a person in sexual activities or relationships that either they do not want, have not consented to or they cannot understand; this may include inappropriate looking/touching, sexual harassment, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure, sexual teasing, innuendo, sexual assault and rape.

Psychological Abuse

Psychological abuse includes the use of verbal and physical threats, fears of bribes to:

- Negate an adult an individual's choices and independent wishes
- Cause isolation or over-dependence
- Prevent an individual from using services which would otherwise aid and extend them

Psychological abuse includes intimidation, humiliation, shouting, swearing, emotional blackmail, bullying and the denial of basic human and civil rights (including choice and opinion, privacy and dignity and allowing people to follow their own spiritual or cultural beliefs or choice about their own sexuality).

Neglect or Acts of Omission

Neglect or Acts of Omission relates to ignoring or withholding physical or medical care needs, including the deprivation of help to perform activities of daily living and failure to intervene in behaviour, which is dangerous to the individual concerned or to others. This can also involve allowing a person judged to lack capacity under the Mental Capacity Act to make decisions to take unwarranted and unreasonable risks. When a manager, or other care provider in a position of responsibility, does not ensure that appropriate care, environment or services are provided to maintain the



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health and safety of vulnerable people in their care then they may be open to a charge of 'wilful neglect'.

Neglect may be regarded not only as the commission or omission of an act, but also the threat of risk of such. Neglect may also occur as a result of unintentional actions by involved professionals or carers in not responding adequately to the needs of the vulnerable person. This can occur where the person responsible lacks the physical, financial and/or mental resources to provide sufficient care or lacks knowledge about their dependant's illness or disability and have not received guidance or support on how to care

Discriminatory

A violation of human and civil rights by any other person or persons. This is abuse which is racist or sexist in nature or about a person's disability or sexuality. Discrimination includes any form of harassment or bullying. There is some cross-over with other forms of abuse.

Organisational

When the lifestyles of individuals are sacrificed in favour of the rituals, routines and/or restrictive practices of the home or care setting. Care may not be individualised, rules may be used inappropriately, and there may be a lack of stimulation.

Self-Neglect

A wide range of behaviour such as neglecting to care for personal hygiene, health or surroundings. This could include hoarding, failure to complete personal care or attend to own health needs.

Domestic Abuse

Incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality.

Modern Slavery

Traffickers and slave master use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment. Including human trafficking, forced labour, domestic servitude and sexual exploitation.

Financial Abuse

This involves an individual's resources being inappropriately used to the advantage of another person. It includes the withholding of money or inappropriate or unsanctioned use of a person's money or property, usually to the disadvantage of the adult to whom it belongs.



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The Prevent Duty

The Prevent Duty is a part of the UK’s counter-terrorism strategy that aims to prevent terrorist attacks before they occur, by preventing individuals vulnerable to radicalisation from being drawn into performing terrorist acts.

What makes someone vulnerable to radicalisation?

Low self-esteem	Victimisation	Guilt	Loss
Lack of trust	Isolation	Family breakdown	Mental health
Sense of worth	Social exclusion	Fear	Lack of purpose
Unemployment	Political grievances	Peer pressure	Anger/desire for revenge

How our learners are vulnerable:

- Easily manipulated
- Trusting of others
- Led or befriended
- Unsupervised at times/independent use of the internet
- Limited understanding of consequences

Assessing the Risk

Engagement – a person’s susceptibilities, motivations and influences

Intent – is the individual ready to use violence to promote their views?

Capability – do they have the skills, resources and networks to commit acts of terrorism?

Signs of Abuse

What to look for (these are examples and not an exhaustive list of physical signs):

- Bruising, including bruising in well protected areas, e.g. the inside of the thighs or upper arms or bruising at different stages of healing
- Burns, especially if in unusual places
- An injury similar in shape to an object
- Unexplained fractures
- Under or overuse of medication
- Unexplained weight loss
- Unkempt appearance, for example, unshaven, inadequate or dirty clothing

Psychological/Behavioural signs

- Appearing depressed, frightened, withdrawn, agitated, anxious or aggressive

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- Sudden withdrawal from previously liked activities
- Self-isolation (when it is unusual for the individual)
- An unexpected/unexplained change in behaviour
- Loss of appetite
- Sleeplessness or nightmares
- Increase in inappropriate or seductive behaviour
- Mimicking of explicit sexual activity
- Self-injury
- Aggression to one particular person

Signs of Radicalisation

- Overly secretive about internet use
- Isolation/withdrawal
- 'Them and Us' mentality
- Strong viewpoints expressed aggressively, which may involve "scripted speech"
- Questioning faith/identity
- Altered appearance, including appearance of new tattoos
- Unusual behaviour/abnormal routines

Whistle Blowing

A whistle blower is someone who discovers something that is wrong and alerts their employer or the relevant authorities to what is going on. If a member of staff sees abuse (or what appears to be abuse), s/he should report to one of the colleges Designated Safeguarding Leads (DSL) and explain the concerns. If the member of staff is not satisfied with their response, or if the DSL is seen to be colluding with inadequate care, the member of staff is expected to report the concern to the Principal. The first concern has to be the protection and safety of the individual, who is vulnerable and may need the staff to voice concern on their behalf.

The law protects whistle blowers from their employer subjecting them to detriment or dismissal because of their having "blown the whistle" and from detrimental treatment by their colleagues. To be protected by the law, the act of whistleblowing must fall within the legal rules and the whistle blower must reasonably believe that their disclosure of wrongdoing is made in the public interest.

Any person who criticises or victimises a bona fide whistle blower will be liable to disciplinary action.

Summary of Safeguarding Whistle-Blowing Action to be Taken by Staff:

If staff suspect or come across a case of abuse, they should:

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1. Ensure the victim is safe and removed from danger, IF A CRIME IS SUSPECTED YOU MUST CALL 999 IMMEDIATELY.
2. Do not contaminate any evidence particularly if you suspect sexual abuse i.e. do not change clothes.
3. Inform the relevant Designated Safeguarding Lead immediately and ask for guidance on how to proceed.
4. Unless an individual wishes it, never discuss the matter with them if others are present, as they may be too afraid or ashamed to talk.
5. Never discuss concerns with a possible abuser at any stage. This might put the individual at risk and could lead to further problems.
6. Always respect the needs and wishes of the individual who might be the victim of abuse.
7. Be sensitive to the religious and cultural background.
8. Never 'cover up' for a colleague who is suspected of being abusive.
9. Always report any incidents or suspicions to the appropriate Designated Safeguarding Lead.
10. Seek advice or support from a professional body or union if you feel in need of advice and/or support when whistle-blowing.
11. Always check that action has been taken.

After you have raised a concern, the Designated Safeguarding Leads will decide how to respond which will usually involve making internal enquiries, but it may become necessary to carry out a full investigation which may be formal or informal depending on the nature of the concern raised. We will endeavour to complete investigations within a reasonable time. We will keep you informed of progress and let you know when the investigation is completed. We will not be able to inform you of any matters which would infringe any duty of confidentiality owed to others.

Six Principles of Safeguarding Adults

The following six principles from the Care Act (2014) informs the way in which staff should work with adults:

1. Empowerment – Learners are supported and encouraged to make their own decisions and give informed consent where appropriate.

“I am asked what I want as the outcomes of the safeguarding process and these directly inform what happens.”

2. Prevention – It is better to take action before harm occurs.

“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”

3. Proportionality – The least intrusive response appropriate to the risk presented.



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“I am confident that staff will work in my best interests, as I see them, and they will only get involved as much as needed.”

4. Protection – There is support and representation for those in greatest need.

“I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want.”

5. Partnership – Local solutions through services working with their communities.

“I know that staff treat any personal and sensitive information in confidence, only sharing what is needed. I am confident that professionals will work together with me to help me.”

6. Accountability – There is accountability and transparency in delivering safeguarding.

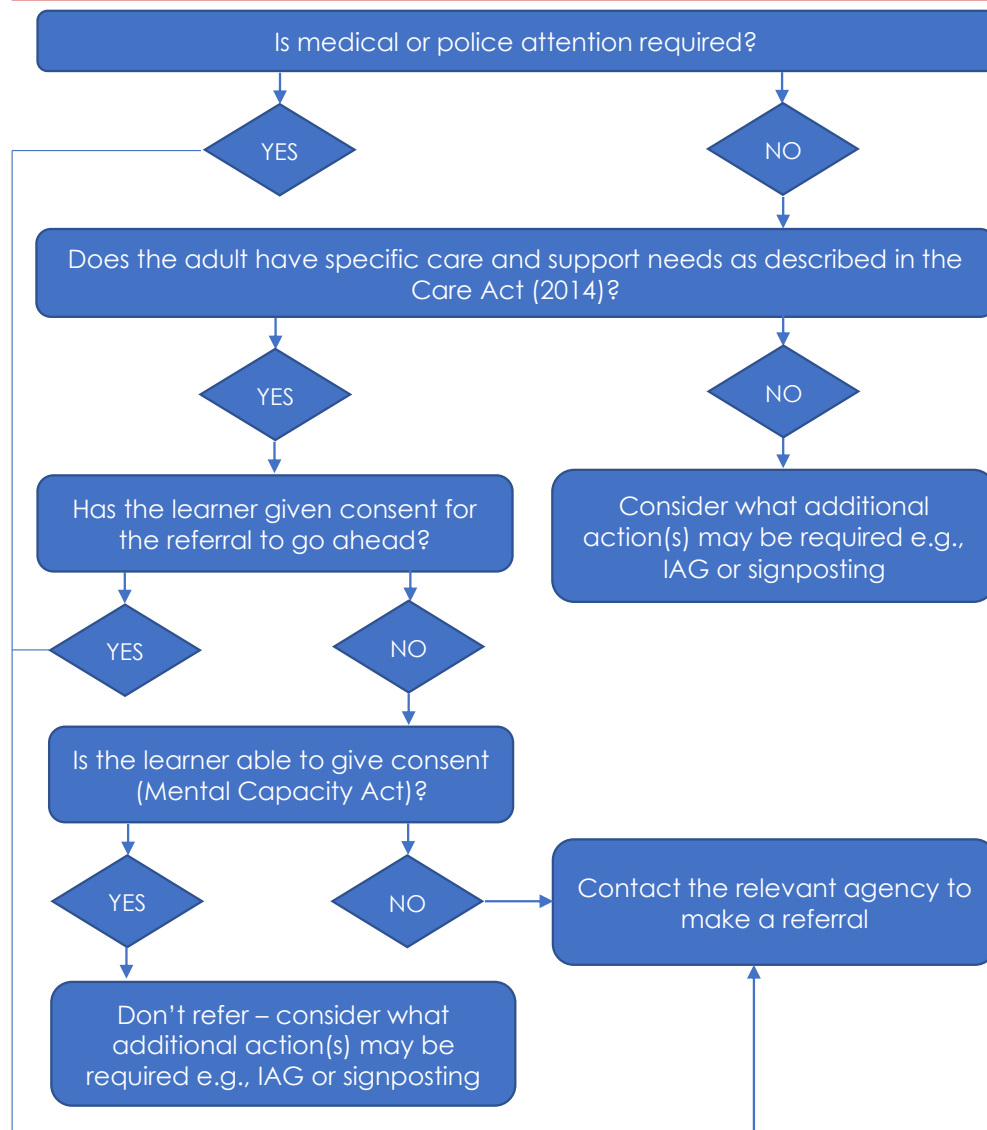
“I understand the role of everyone involved in my life, and so do they.”



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Procedure in the Event of Abuse or Suspected Abuse

- You suspect an adult is at risk from abuse or neglect**
- ASSESS:**
Assess if anyone is in immediate danger and ensure the immediate safety and welfare of the adult at risk
- RAISE A CONCERN:**
Contact a member of the safeguarding team without delay. This can be done by calling 01246 433 788 if face-to-face is not possible.
- RECORD:**
The safeguarding team will advise you on what to enter on the event log.

The safeguarding team will assess...



Policy 1.6 – Safeguarding Adults **Roles and Responsibilities**

Within Landmarks, the following staff members have specific roles related to safeguarding:

- Designated Safeguarding Lead (DSL): Katie Simpson (Developing Independence Manager)
- Designated Safeguarding Officers (DSO):
 - Larry Brocklesby (Principal)
 - Emily Lang (Director of HR and Core Services)
 - Darren Mitchell (Personal Tutor and General Manager of The Archer)
 - Kayleigh Searston (Additional Learning Support Manager)
 - Jo Untisz (Tutor)
 - Dean-Turner Moss (ICT and MIS Coordinator, CEOP Ambassador)
 - Maxine Crookes (Job Coach Coordinator)
 - Natalie Hall (Lifelong Learning Manager/Additional Learning Support Supervisor)
 - Elizabeth Walker (Transition Officer, CEOP Ambassador)
 - Rebecca Plant (Integrated Therapies Manager/Occupational Therapist)
- Prevent Single Point of Contact (SPOC): Larry Brocklesby (Principal)
- Nominated Safeguarding Trustees:
 - Curriculum: Christine O’Neil
 - Safer Recruitment: Gemma Morris
 - Impact: Paul Battiste
- Designated Person for Looked After Children: Katie Simpson (Developing Independence Manager)

Within Landmarks there are various levels of responsibility for safeguarding dependant on the roles listed above – for a full and comprehensive list of these responsibilities, please refer to Part Two within Keeping Children Safe in Education (2021). It is important to note however that **all** adults working with or on behalf of vulnerable adults, including those in non-learner facing roles, have a responsibility to safeguard and promote their welfare. **All staff** will receive safeguarding training that takes place annually, along with regular updates from the safeguarding team including “top up” training. **All staff** have the responsibility of reading this policy and Part One of Keeping Children Safe in Education (2021).

How to Respond When a Person Says They Have Been Abused

It is vital that our actions do not harm the learner further or prejudice further enquiries, for example:

- Listen to the learner - if you are shocked by what is being said, try not to show it.
- It is OK to observe bruises, but not to ask a learner to remove their clothing to observe them.

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- If a disclosure is made,
 - Reassure the learner that they have done the right thing in talking to you, and that you will take their concern seriously.
 - Stay calm, the pace should be dictated by the learner without them being pressed for detail by asking leading questions such as “what did s/he do next?” It is your role to listen - not to investigate.
 - Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”.
 - Be careful not to burden the learner with guilt by asking questions like “why didn't you tell me before?”.
 - Acknowledge how hard it was for the learner to tell you.
 - Do not criticise the perpetrator, the learner might have a relationship with them.
 - Do not promise confidentiality, reassure the learner that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the learners age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I'll stay with you all the time” or “it will be all right now”.

Recording Information

Following a disclosure, raise your concern with a member of the safeguarding team and make a single entry onto Databridge if instructed to do so:

- Record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- Your name and role should be included.

Reporting

- A Safeguarding Lead will decide whether the concern constitutes abuse and may pass on the allegations to the appropriate multi-agency safeguarding hub, or other relevant professionals, such as the learner's GP.
- They must keep detailed records of all telephone conversations and actions through updating the Databridge entry; inform the individual's social worker (if possible) and funding agencies of all individuals concerned in the incident. They should inform parents of learners and residents who are under 18 and those 18 and over who do not have the mental capacity to make their own decisions regarding this. For those individuals 18 and over who have the mental capacity to make their own decisions, they should be asked whether they want their parents to be informed or not and this should be respected.

If the Designated Safeguarding Lead decides not to refer the concern, the concern will still remain on Databridge as a safeguarding concern to be monitored.

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In the unlikely event that you are unable to contact a member of the safeguarding team, report the incident to:

If the abuse or suspected abuse occurred in Nottinghamshire: 0300 500 8090

If the abuse or suspected abuse occurred in Derbyshire: 01629 533190

If the abuse or suspected abuse occurred in Nottingham City: 0300 131 0300

If the abuse or suspected abuse occurred in Rotherham: 01709 822330

Other circumstances where an alert should be made

If a staff member becomes aware of any member of staff or their family, or a learner's family, becoming involved in a police investigation, this should be reported to the Designated Safeguarding Lead immediately so that appropriate risk assessments and actions can be undertaken to safeguard the learners. The Designated Safeguarding Lead must report these to the respective agencies.

Supporting Learners

- Landmarks recognises that a young person who is abused or has witnessed violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances, learners might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that Landmarks might provide the only stability in the lives of learners who have been abused or who are at risk of harm.
- The College will support all learners by ensuring the learner is involved with the safeguarding process and any decisions made; supporting individuals who are or thought to be in need or at risk; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; and promoting a caring, safe and positive environment.

Individual Risk Assessments:

All learners at Landmarks have an individual risk assessment which provide information to support the management of risk in delivering the learner's individual learning programme. The aim is to ensure that the balance of risk against achieving progression remains central to the work of the College, teaching learners to become less vulnerable, more skilled and increasingly independent within the community. Through admission, and regular observations, the College identifies learners who may be considered more vulnerable due to their needs and levels of understanding of potential risks. Personal Tutors update these risk assessments half-termly to ensure that the documents remain responsive to learner progression and support requirements. These records include quantifying the level, likelihood, and severity of risks, and what actions the College can take to reduce the risks.

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Confidentiality

- The personal information about all learners' families is regarded by those who work in this College as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality.
 - Please note that safeguarding records are kept securely at the College for 10 years.
- Staff understand that they need know only enough to prepare them to act with sensitivity to a learner and to refer concerns appropriately. The safeguarding team will disclose information about a learner to other members of staff on a need-to-know basis only. It is inappropriate to provide all staff with detailed information about the learner, incidents, the family, and the consequent actions.

Staff must be aware that:

- They cannot promise a learner complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep them or other learners safe.
- Where there are concerns about a learner's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a learner's welfare, or if a learner discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

Supporting learners with mental health concerns:

- Under the Care Act (2014), mental health concerns do not meet the threshold for Multi-Agency Safeguarding Hub support, however Landmarks still feel that in some cases mental health difficulties can cause concerns to the individual's welfare.
- Where Landmarks has a concern about a learner's mental health, consent will be gained from the learner to refer the learner to additional support, including their GP, or their local community learning disability team.
- Where consent for referrals has not been granted, Landmarks will support the learner as much as possible to understand their options for additional support.

Working with a Learner's Support Network

- Parents and carers play an important role in protecting their son/daughter

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from harm. The college will support parents/carers to prevent potential safeguarding concerns from arising – or, in the event of a concern being raised, supporting their son/daughter with the outcome of this and what might need to be put in place in the future to support the young person.

- The learner's views will be considered in deciding whether to inform the family.

“Learners want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with learners should see and speak to the individual; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.” Working Together 2015

- The College aims to help parents understand that the College, like all others, has a duty to safeguard and promote the welfare of all learners. The College may need to share information and work in partnership with other agencies when there are concerns about a learner's welfare.

Creating a Safe Environment

At Landmarks there are many ways in which we aim to create a safe environment, including:

- Regularly reviewing individualised risk assessments, support and learning plans
- Ensuring safeguarding is discussed in staff meetings, supervisions and appraisals as well as learner meetings such as the Learner Council
- DBS checks
- Internal policies and procedures including complaints, whistleblowing, health and safety
- Regular training including safeguarding and Prevent
- Providing accessible information
- Working and linking with other professionals
- Clear and effective channels of communication

Suspension or Termination of a Learner's Programme

Creating a safe environment must also include considerations of when it is necessary to suspend or terminate a learner's programme in relation to significant safeguarding concerns. Landmarks reserves the right to suspend the placement of a learner who is being investigated by the police or social care. If a safeguarding allegation against a learner who is the suspected perpetrator is substantiated (for example, a learner was found to be involved in child grooming), a risk assessment must be conducted to assess the appropriateness of the learner returning to the College.

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Landmarks will make every effort to support learners to remain at the College, through targeted education about required topics, signposting to external support services, and adjustments to the learner's programme. If these risk measures are determined to be insufficient in ensuring the safety of all learners, the 'Suspension of Termination of a Learner's Programme' policy will be followed.

Professional Development

- The trustees recognise that all staff and volunteers who work with learners need to have appropriate safeguarding training that equips them to recognise and respond to welfare concerns.
- The College will ensure staff are given mandatory induction training, which includes familiarisation with our safeguarding policy, staff conduct policy, the Safeguarding Leads in the College, their responsibilities, and procedures to be followed.
- A report of the College's training needs assessment is presented to the trustees annually so that they can ensure that training is appropriately provided for all staff.
- A training register is kept to indicate when staff and trustees have been trained, and this in turn informs the annual report to trustees.
- Safer recruitment training has been completed by all management staff.

Prevention in the Curriculum

- The College recognises the importance of developing learners' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSDT Framework provides personal development opportunities for learners to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing personal skills, learners are taught to, for example:
 - Safely explore their own and others' attitudes.
 - Recognise and manage risks in different situations and how to behave responsibly.
 - Judge what kind of physical contact is acceptable and unacceptable.
 - Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help.
 - Internet Safety.

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Related Legislation

If legal advice and services are needed in a Safeguarding Adults investigation, they will be brought in by the lead agency (health or social care). Staff training raises awareness of the legislation that protects staff and the people who use the service including:

Mental Capacity Act 2005 (MCA)

This sets out very clearly how we assess for capacity and make best interest decisions. The main principles of the act are:

1. A person must be assumed to have capacity unless it is established that they lack capacity.
2. A person is not to be treated as unable to make a decision unless all practicable steps to help him/her have been taken without success.
3. A person is not to be treated as unable to make a decision merely because it is seen as an unwise decision.
4. Anything done for or on behalf of a person who lacks capacity must be in their 'best interests'.
5. Anything done for or on behalf of a person who lacks capacity must be the 'least restrictive' of their rights and freedoms.

An assumption about a person's capacity to make decisions cannot be based upon their condition, appearance, behaviour or age. Capacity assessments are decision and time specific – a person cannot be assumed to lack capacity in a general context, only in relation to a specific decision.

The Act also covers the criminal act of wilful neglect or ill-treatment of an adult lacking capacity. This is punishable by up to five years in prison.

The Deprivation of Liberty Safeguards (DoLS) are an amendment to the MCA. They state that it is unlawful to deprive someone of their liberty. In some cases, however, where a person lacks capacity to make decisions about their own care and needs to be deprived of their liberty in order to receive the care they need, a care home or hospital may apply for authorisation to do this.

Sexual Offences Act 2003

This states it is illegal for a person providing care to engage in sexual activity with someone receiving care.

Those in 'relationships of care' (social workers, GPs, care and education support staff, NHS staff, home care workers, friends who provide care, assistance or services in connection with the person's mental disorder) should not engage in any sexual act with a person within their care.



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This applies both to those who do not have capacity to consent, and those who 'may or may not be able to consent to sexual activities but who are vulnerable to inducements, threats or deceptions because of their mental disorder'.

Human Rights Act 1998

This gives everyone the right to live free from abuse and violence and degrading treatment, under Article 2 – Right to life protected by law

Article 3 – Freedom from torture or inhuman or degrading treatment

Article 5 – Right to liberty and security of person

Article 14 – Freedom from discrimination, including age or disability

Public Interests Disclosure Act 1998

This protects workers from detrimental treatment or victimisation from their employer if, in the public interest, they blow the whistle on wrongdoing.

Workers are protected from dismissal and a right not to be subjected to any 'detriment' from their employer if they make a 'protected' disclosure.

To qualify for protection, disclosures must be concerning something that has happened, is happening or is likely to happen in the future such as criminal offence, breach of a legal obligation, miscarriage of justice, danger to health or safety of any individual, damage to the environment.



YOUR SAFEGUARDING TEAM



You can talk to staff if you don't feel safe.

If you recognise any signs of abuse call, text or email us on:
07513052054 or help@landmarks.ac.uk

FGM
PHYSICAL ABUSE
FINANCIAL ABUSE
MODERN SLAVERY
EMOTIONAL ABUSE
DOMESTIC VIOLENCE OR ABUSE

HATE CRIME
SEXUAL ABUSE
BREAST IRONING
DISCRIMINATION
COERCIVE BEHAVIOUR
NEGLECT - ACTS OF OMISSION



Annex 2 - Visiting Speaker & Events Risk Assessment

Name of Speaker / Event Lead	
Speaker's Organisation	
Speaker Email address	
Date of Proposed Visit	
Name of Contact at Landmarks	
Title of Talk / Topic	
Please outline below the information you wish to communicate in your talk to Landmarks learners'.	
Has the speaker been refused to speak publicly or at any other educational establishment before? If yes, please provide details.	
Yes / No	
Are there any other details about the event that should be noted, i.e. if the event is approved, is there a likelihood of media interest?	
Yes / No	
Please sign below to confirm:	
<ul style="list-style-type: none"> ▪ That the information you have provided is true and accurate ▪ That you agree to the 'Guidelines for Visiting Speakers' overleaf ▪ That you will bring valid photo ID (Driving License or Passport) with you on the day as proof of your ID. 	
Signature:	Date:

Please now send this form back to your contact at Landmarks College as soon as possible.



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Guidelines for Visiting Speakers

Landmarks values visits from speakers that enrich our learners' experience of College, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our learners is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the College and British Values.

The 'Prevent Duty' statutory guidance requires colleges to have clear protocols for ensuring that any visiting speakers, whether invited by staff or learners, are suitable and appropriately supervised. As per the 'Prevent Duty' guidance, visiting speakers are required to agree to the following terms and conditions:

- The presentation must not incite hatred, violence, or call for the breaking of the law.
- The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism, including individuals, groups or organisations that support such acts.
- The visiting speaker must not spread hatred and intolerance of any minority group/s in the community.
- The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- Visiting speakers are not permitted to raise or gather funds for any external organisation of cause without express permission from the Principal.
- College staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.



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For Landmarks Staff Use Only

By signing this document, you are confirming that research has been carried out on the Speaker and the organisation(s) they are affiliated to.		
Please list research activities undertaken:		
Risk Level:	Low Acceptable Moderate Extreme	
Decision by Organiser:	Signature of Organiser:	Date:
Approved Not Approved		
Approved by DSL:		Date:

Risk Level	Rating Description
Low	The speaker or guest is a known expert in their field and is not known to be controversial, or to hold controversial views. His/her presence on college premises is not likely to be regarded as provocative in any way. The topic of the talk is not controversial nor is it likely to be regarded as offensive by anyone. Access to the event is limited to Landmarks learners and staff only.
Acceptable	The speaker or guest may hold a strong position on their topic, but this would not be regarded as controversial. The speaker / guest may not have a publicly established reputation in their field. The talk is not likely to be regarded as controversial. It is very unlikely to attract adverse media attention or require security presence. Attendance may be high, but the event is open to Landmarks learners and staff only.
Moderate	The speaker and/or topic may be uncontroversial, but the event is open to non-Landmarks learners and staffs, including the general public and high numbers are likely to attend. The topic may be regarded by some as controversial and this could be a cause for concern even if attendance is likely to be low.
Extreme	The speaker/guest and or topic are highly controversial and will likely attract adverse media attention. The speaker/guest has been refused permission to attend an event at Landmarks and other institutions before. High attendance is expected at the event. The speaker/guest and or topic may attract protest from other learners or outside organisations. Non-Landmarks learners and staff are invited to attend. Security presence would be essential. The event should not take place unless strict controls are put in place to protect individuals and property.

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Annex 3 – Updates to Policy

This policy is updated annually in reflection to updates from key guidance – see references.

The updates to this policy are as follows:

Location	Updates
Page 11	Roles and responsibilities have been updated to reflect changes within the team. Listed responsibilities have been removed - individual responsibilities of the safeguarding team are included within their job descriptions. Staff should refer to Keeping Children Safe in Education (2021) for more detail about role responsibilities.
Page 19	Inclusion of the safeguarding poster
Page 23	This section has been updated to reflect the current situation in terms of safeguarding in relation to Covid-19.
Page 24	Annex 4 added to demonstrate Landmarks' response to Ofsted's review into sexual abuse in schools and colleges, including recommendations.

Annex 4 – Safeguarding Updates in Relation to Covid-19

Throughout the pandemic, Landmarks continues to have a duty of care to all learners in safeguarding them against abuse and neglect, whether they are learning at home or on site. It is therefore of vital importance that the College is able to maintain consistent, regular contact with learners and their families on an agreed level of frequency when learners are engaging in home learning.

It is equally important that Landmarks continues to work in partnership with other professionals to ensure the safety of learners during this time. The College will continue to keep open lines of communication with other professionals where safeguarding concerns do not meet MASH thresholds; for example, contacting adult social care, mental health support teams, or the learner's GP.

Landmarks recognises that online safety concerns may arise when learners are engaging in home education. Social isolation can cause online vulnerabilities which may have been affecting some learners since the first national lockdown. Landmarks continues to encourage safe use of the internet; a guide for parents/carers is available for supporting e-safety at home, and staff have recently undergone CEOP (Child Exploitation and Online Protection) training to refresh their knowledge and skills in this area.

It is expected that most, if not all, learners will have returned to their usual study programme at the time of this policy's publication (September 2021); nevertheless, learners may still need to temporarily participate in home learning if the need arises to self-isolate. Personal tutors will organize home learning and agree methods and frequency of contact as required.

The effects of the pandemic on learners' wellbeing may be long lasting and impact individuals in different ways. By implementing a whole college approach to safeguarding, Landmarks aims to provide input at the earliest opportunity to enable learners to feel safe and supported.

Updated: September 2021

Katie Simpson
Developing Independence Manager | DSL

Annex 4 – Landmarks Specialist College’s response to Ofsted’s review of sexual abuse in schools and colleges

Executive Summary and Recommendations

The review included visits to 32 schools and colleges. In these, we spoke to over 900 children and young people about the prevalence of peer-on-peer sexual harassment and sexual violence, including online, in their lives and the lives of their peers. We also spoke to leaders, teachers, governors, LSPs, parents and stakeholders. Finally, we reviewed the extent to which inspection has given sufficient oversight of this issue and considered how statutory guidance could be strengthened.

This rapid review does not report on individual schools and colleges or cases, all of which remain anonymous. We made a number of visits to schools named on the Everyone’s Invited website, as well as others not named. But this should not be assumed to be a fully representative sample of all schools and colleges nationally. It presents a picture of strong and weaker practice across participating schools and colleges, from which we have drawn our conclusions. Our conclusions reflect the strengths and limitations of the evidence. They focus on what we were asked to report on. You can find a full description of the methodology at the end of this report.

This rapid thematic review has revealed how prevalent sexual harassment and online sexual abuse are for children and young people. It is concerning that for some children, incidents are so commonplace that they see no point in reporting them. This review did not analyse whether the issue is more or less prevalent for different groups of young people, and there may well be differences, but it found that the issue is so widespread that it needs addressing for all children and young people. It recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.

On our visits, girls told us that sexual harassment and online sexual abuse, such as being sent unsolicited explicit sexual material and being pressured to send nude pictures (‘nudes’), are much more prevalent than adults realise. For example, nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers. Children and young people told us that sexual harassment occurs so frequently that it has become ‘commonplace’. For example, 92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. The frequency of these harmful sexual behaviours means that some children and young people consider them normal.

When we asked children and young people where sexual violence occurred, they typically talked about unsupervised spaces outside of school, such as parties or



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parks without adults present, although some girls told us they also experienced unwanted touching in school corridors.

Children and young people, especially girls, told us that they do not want to talk about sexual abuse for several reasons, even where their school encourages them to. For example, the risk of being ostracised by peers or getting peers into trouble is not considered to be worth it for something perceived by children and young people to be commonplace. They worry about how adults will react, because they think they will not be believed, or that they will be blamed. They also think that once they talk to an adult, the process will be out of their control.

Children and young people were rarely positive about the RSHE they had received. They felt that it was too little, too late and that the curriculum was not equipping them with the information and advice they needed to navigate the reality of their lives. Because of these gaps, they told us they turned to social media or their peers to educate each other, which understandably made some feel resentful. As one girl put it, 'It shouldn't be our responsibility to educate boys'.

In the schools and colleges we visited, some teachers and leaders underestimated the scale of the problem. They either did not identify sexual harassment and sexualised language as problematic or they were unaware they were happening. They were dealing with incidents of sexual violence when they were made aware of them, and following statutory guidance. But professionals consistently underestimated the prevalence of online sexual abuse, even when there was a proactive whole-school approach to tackling sexual harassment and violence.

In light of this, even where school and college leaders do not have specific information that indicates sexual harassment and online sexual abuse are problems for their children and young people, they should act on the assumption that they are. Leaders should take a whole-school/college approach to developing a culture where all kinds of sexual harassment and online sexual abuse are recognised and addressed. **To achieve this, schools and colleges need to create an environment where staff model respectful and appropriate behaviour, where children and young people are clear about what is acceptable and unacceptable behaviour, and where they are confident to ask for help and support when they need it.** Central to this should be a carefully planned and implemented RSHE curriculum, sanctions and interventions to tackle poor behaviour and provide support for children and young people who need it, training and clear expectations for staff and governors, and listening to pupil voice. Further guidance on many of these aspects can be found in 'Keeping children safe in education'.^[footnote 2]

When it comes to sexual violence, it appears that school and college leaders are increasingly having to make difficult decisions that guidance does not equip them to make. For example, some school and college leaders told us that they are unsure how to proceed when criminal investigations do not lead to a prosecution or conviction. Schools and colleges should not be left to navigate these 'grey areas' without sufficient guidance. Furthermore, the current guidance does not

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clearly differentiate between different types of behaviour or reflect the language that children and young people use, particularly for online sexual abuse.

Schools and colleges cannot tackle sexual harassment and sexual violence, including online, on their own, and neither should they. For example, the prevalence of children and young people seeing explicit material they do not want to see and being pressured to send ‘nudes’ is a much wider problem than schools can address. While they can play their part, it is not only their responsibility to solve it. The government will need to tackle this issue through the Online Safety Bill, and other interventions.

The LSPs that we met had varying levels of oversight and understanding of the issues for children and young people in their area. Some LSPs had been working closely with schools to track and analyse data from schools, and understood children’s experiences of sexual harassment and violence, including online. However, a small number told us that they were not aware that sexual harassment and violence, including online, in schools and colleges were significant problems in their local area. In light of what children and young people told us, they almost certainly are significant problems in every area. Gaining an overview of the issues requires effective joint working between LSPs and all schools and colleges, something that is not currently happening consistently. **Some schools and colleges also reported that working across a number of local authorities presented challenges, as the level of support varied from area to area. Clearer guidance would help to overcome some of these difficulties, as would more learning and sharing of practice across LSPs, schools and colleges.**

A review of Ofsted and Independent Schools Inspectorate (ISI) frameworks, training and handling of complaints found that safeguarding is generally well covered on inspection, inspectors are prepared, and complaints are generally dealt with well. However, there are improvements that can be made. As a result of this review, both Ofsted and ISI will update training, inspection handbooks and inspection practices where necessary to strengthen inspectors’ ability to inspect how schools and colleges are tackling sexual harassment and sexual violence, including online. Ofsted will follow up the publication of this report with a series of webinars and events for schools and colleges to discuss the findings of this review. ISI will also provide a series of webinars and events for schools about the findings of this review.

As a result of the findings of this review, we recommend the following.

Recommendations for school and college leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

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In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

Recommendation	DSL Response
<p>a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes' high-quality training for teachers delivering RSHE routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse</p>	<p>RSHE is school termed curriculum, however we do cover similar topics within PSD (Personal and Social Development) sessions. Given the safeguarding analysis of 2020-21, there is cause for us to examine how effective our delivery is around sexual harassment and violence. It is our expectation to focus on these areas in the new academic year. A new sequenced PSD curriculum will be published for review in September 2021.</p> <p>Sexual harassment and abuse will feature as a standing item on the safeguarding team agenda and the board will be notified of issues in the Principals report and at SPEC.</p>
<p>a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated</p>	<p>Where appropriate these are in place. On occasion a learner's level of understanding and disability can have a contributory factor, especially in relation to capacity, therefore each case will be investigated thoroughly to determine whether this is intended harassment or a disability-linked misunderstanding which may require different sanctioning and support.</p>
<p>working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour</p>	<p>Working across different LA's has resulted in different levels of support, however we are confident of the support available and will utilise it more when delivering the new PSD curriculum. Work is also needed supporting parents and consideration is being given to online training from our CEOP ambassadors to parents as part of our parental engagement work.</p>

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support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs	Time is available, with a number of DSLs having non-contact time to work with LSPs.
training to ensure that all staff (and governors, where relevant) are able to: better understand the definitions of sexual harassment and sexual violence, including online sexual abuse and identify early signs of peer-on-peer sexual abuse	CEOP Ambassadors to provide training and a review of training needs to be done in time for September, so that all staff improve their knowledge and awareness of signs and indicators of sexual abuse and or harassment. Trustee training to be included.
consistently uphold standards in their responses to sexual harassment and online sexual abuse	Develop a college safety plan that will ensure support, education, information and guidance is available at all levels and makes the presumption that Sexual harassment and online sexual abuse is present within the college. This is to be led and monitored by the DSL team.

The college safety plan will be reported to the SPEC committee and quarterly reports will be provided to the board.

Where new guidance is published, the college will consider it in light of its activities and actions and adapt plans accordingly.

Larry Brocklesby
Principal | Senior Safeguarding Lead