PINC COLLEGE SAFEGUARDING ADULT POLICY

(Wales)

September 2024

Introduction

Pinc College is committed to providing holistic education of the highest quality and this policy is underpinned by Pinc College values, culture and methodology.

Our college Values

Individual - 'We celebrate everyone'

Inclusive - 'We value and support everyone'

Innovative 'We believe in the power to change'

We foster a culture that is **Respectful, Responsible, Safe and Kind**

The principles of the Pinc Methodology apply equally to our students and team members in everything we do. Our method holds the individual, their wellbeing and their specific needs in every aspect of our approach.

Policy intent and scope

Our aim is to implement and maintain an effective safeguarding adults' systems and processes.

Students who access our provision who are 18-24 years fall into the category of vulnerable adults. In line with legislation the college will work in partnership with local statutory agencies and other related agencies to ensure the safety of all our students who fall in the vulnerable adult's category.

Everyone has the right to live their lives free from violence and abuse, and any type of exploitation.

Section 126(1) of the Social Services and Well-being (Wales) Act 2014 defines an “adult at risk” as an adult who:-

a) is experiencing or is at risk of abuse or neglect;

b) has needs for care and support (whether or not the authority is meeting any of those needs); and as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

This policy aligns with ‘The All Wales Safeguarding Procedures 2019’ for children and adults at risk of abuse and neglect which details the essential roles and responsibilities for practitioners to ensure that they safeguard children and adults who are at risk of abuse and neglect. The Procedures help our team to apply the legislation ‘Social Services and Wellbeing Wales) Act 2014’ and statutory safeguarding guidance ‘Working Together to Safeguard People’. (In 2019 the Wales safeguarding procedures replace the All Wales child protection Procedures 2008)

Abuse of adults is the violation of an individual’s civil or human rights by others. Such violations may be intentional or unintentional and may be a single act or repeated over a period of time, by one person or several people. The purpose of this policy is to enable those working with adults at risk to be able to recognise instances of abuse and to address them effectively. This involves the prevention of abuse, early detection, protection and work with those adults following interventions to combat further abuse.

Responsibilities and Communication

Safeguarding duties apply to an adult who:

(a) Has needs for care and support (whether the local authority is meeting any of those needs)

(b) Is experiencing, or is at risk of, abuse or neglect

(c) 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

Our college is committed to safeguarding students and promoting their welfare and expects our team, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect adults at risk by reporting anything that might suggest a student is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. Our college seeks to work in partnership with families and other agencies to improve the outcomes for students who are vulnerable or in need.

Overall responsibility for the organisation’s arrangements to safeguard and promote the welfare of adults ultimately lies with the Chief Executive Officer, together with the Principal and whole college Designated Safeguarding Person (DSP).

Our is proud to work in partnership with Arts and Cultural organisations. All our campuses are located within public buildings, who each have their own safeguarding and health and safety arrangements in place. Our campus teams, led by the Campus Lead, work in partnership with the buildings staff to ensure the safety and wellbeing of our students and all members of the public accessing these facilities.

Our whole college DSP is responsible for ensuring there is robust governance that supports college leaders and safeguarding leads.

The DSP role includes chairing organisational safeguarding meetings; having oversight of safeguarding and associated data (including, but not limited to: Incidents, restrictive practice, quality audits and regulatory outcomes); providing expert advice regarding regulatory expectations for safeguarding; and reporting to the college leadership team and governors.

Each campus has a Campus Lead with DSP responsibilities, supported by a Deputy DSP in situ who maintain delegated responsibility from our whole college Designated Safeguarding Person to carry out the DSP function on a localisaed day-to-day basis. They will be the point of contact for families and visitors, ensuring all safeguarding information is shared and recorded in accordance with policy.

This policy is used as preventative tool and a process when someone has a concern about an adult.

What to do if you have a concern about a student.

It is the responsibility of all team to act on any concerns, suspicions or evidence of abuse and every reported incident of abuse must be given urgent priority. Team can report safeguarding concerns directly to the Local Authority Safeguarding Team and must do so if they feel it is necessary, team should follow our college reporting procedures for all concerns.

All members of the college community have a statutory duty to safeguard and promote the welfare of vulnerable adults. team and governors should not investigate possible abuse or neglect themselves.

All concerns should be reported through our college reporting system, stored on Databridge. An automatic notification will be sent to the most appropriate member of our safeguarding tree.

Consideration will need to be given to immediately protecting the adult at risk and contacting the police and/or ringing for an ambulance if the adult is injured.

The Campus DSP will take immediate action without delay and will make a referral to adult at risk services by telephone if a student is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.

The DSP will follow the Regional Safeguarding Adult Board (RSAB) and Local Authority multi-agency procedures and consider the student's needs and whether the concerns meet protection thresholds or a multi-agency approach and refer out accordingly to concern.

If the DSP does not receive feedback within one working day regarding the outcome of a referral made to Adult's Services, the DSP will contact them immediately to determine the outcome of the referral.

If the DSP disagrees with the outcome of a referral, the DSP will ask to speak to the social worker and/or manager who made the decision. Following this conversation, if they remain dissatisfied, they will follow the Local Safeguarding Adult Board Escalation and Resolution Procedures.

What to do if a student makes a disclosure*.*

If a student makes a disclosure of abuse, team should:

- Listen and keep calm. Do not interrupt
- Not promise the student that they will keep the matter confidential. Explain to the student who they will need to tell and why
- Observe visible bruises and marks, but should not ask a student to remove or adjust their clothing to view them
- Keep questions to a minimum as their role is not to investigate. If team need to ask questions to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the "TED" model for asking open ended questions:
    - 'Tell me about that'
    - 'Explain that to me'
    - 'Describe that'
- Make a record of what has been said immediately afterwards in words used by the student and the member of team to the best of their memory. Use capital letters for the student's words to help distinguish between the two.
- Note anything about the student which is connected i.e. any visible injuries including the position and description, the demeanour of the student i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third-party information
- Report the matter immediately to the Designated Safeguarding Lead who will take over responsibility for any referrals or actions arising
- Seek advice from the Designated Safeguarding Lead if in doubt
- Record the incident on Databridge as soon as possible following the incident and always on the same day

It is important that team members...

- Do not ask leading questions, put words into the student's mouth or press for details
- Do not rush the student

- Do not examine the student
- Do not investigate
- Does not promise confidentiality
- Do not summarise or use their own words to describe events

A failure to respond to/raise a safeguarding concern when recognised will be considered as an act of neglect and be raised as a safeguarding concern against the colleague accordingly, a failure to safeguarding a student who attends our college will be considered through the appropriate proportionate disciplinary procedures.

Whistleblowing - It is the responsibility of all colleagues to advise their Team Lead of any concerns they have about the safety and wellbeing of service people. If colleagues do not feel their concerns are being taken seriously or sufficiently responded to within College (Whistleblowing Policy). Colleagues can also report safeguarding concerns directly to the local Safeguarding Board and must do so if they feel it is necessary.

In matters of safeguarding, it should never be assumed that someone else will pass on information which may be critical to the safety and wellbeing of the adult, the individual who receives a disclosure or notices a concern must report it appropriately and not assume a colleague will for them.

Prevention

Safer recruitment policies must be followed by all colleagues, including volunteers. (refer to Safer Recruitment and Selection policy). All interview panels must contain one colleague with safer recruitment training. Agency colleagues' references and Disclosure and Barring Service and Disclosure Scotland checks are the responsibility of the Agency who is their employer; but must be confirmed in writing to our college prior to any shift being worked. Agency colleagues' induction will include an overview of safeguarding procedures specific to the college, this includes being provided a copy of all policies.

It is the responsibility of the appointed lead to ensure agency colleagues have been recruited using full safer recruitment processes by their employer i.e. the agency. (refer to Safer Recruitment and Selection).

Notifications to Regulatory, Professional or Vetting and Barring Bodies - The Safeguarding Vulnerable Groups Act 2006 introduced a new vetting and barring scheme for all those who work with children and vulnerable adults. Across the UK this list is kept by the DBS.

Employers are required to make referrals to the DBS about individuals they believe to pose a risk of harm to vulnerable groups. There is a referral guidance document available from the DBS DBS barring referral form - GOV.UK (www.gov.uk). It is an offence for employers to employ anyone who is barred under the scheme.

The vetting and barring schemes are linked so that they are all able to identify if and when an individual has been negatively reported in the system of any country in the UK.

It is the responsibility of the Principal to ensure appropriate reporting to their specific regulatory body and DBS,

- if a colleague is dismissed on safeguarding grounds. The responsibility to notify also applies if someone resigns or retires at the time of a safeguarding concern when there is sufficient evidence to dismiss them, or they resign to avoid disciplinary.
- any substantial allegation of misconduct by a practitioner, which, if proven, would call into question their fitness to practice.

Designated Safeguarding Persons (DSP) Roles - Every campus has a DSP supported by the Whole College DSP. A register of the DSPs in each campus is identifiable on the organisational structure, this is updated on a regular basis.

For levels and training see SCR and see Appendix 1 for role description.

These roles are regularly reviewed by the College Leadership Team. DSPs undertake training on the responsibilities for both child safeguarding and adult safeguarding at an advanced level.

Multi-Agency Co-operation – No effective adult safeguarding process can work unless those concerned are committed to the concept of multi-agency and multi-professional working. All the agencies involved, private or public bodies, should have the well-being, rights and safety of the adult at risk as the first priority.

Multi-agency co-operation is aimed at sharing information, improving joint working and addressing barriers.

Where intervention is necessary, this should be commensurate with the level of concern and the least restrictive and intrusive into people's lives. Support should be aimed at enabling the person to achieve their highest level of independence, and should be in partnership with the student's Local Authority, the adult at risk and their carers where appropriate.

Information shared between agencies, including the local social care department and the police must be treated in the strictest confidence (but this must not be confused with secrecy). The safety of the adult at risk depends on the willingness of those agencies, or organisations, to share and exchange relevant information when there is concern. Early sharing of information is the key to providing an effective response where there are emerging concerns.

Where there is a general non-specific safeguarding concern, it is good practice to convene a professionals' meeting with other external agencies.

Radicalisation – Our college recognises that there is a threat of terrorism and understands that many terrorists are radicalised in the course of their day-to-day contact with others. The UK government's Prevent Strategy (2011), which is a key aspect of safeguarding, outlines the

commitment to be made by organisations such as Pinc college in ensuring that threats of this kind are understood and lead to an appropriate response. (Responding to Suspected Radicalisation).

Visitors - All visitors must be signed in and supervised appropriately when on campus.

Induction and training - All team will complete thorough induction and training within their first two weeks of employment.

All team will access safeguarding training delivered by the NSPCC Wales alongside Prevent and FGM online training modules via the National College Network.

It is the responsibility of immediate Team Lead to ensure that all new recruits comply with the current induction and training plan, which is centrally managed. The e-Learning module will be completed by all colleagues within one week of appointment to the job role with annual updates thereafter. In addition, the whole college DSP will hold regular safeguarding briefings for team members throughout the year.

Internal reporting

Any suspicions, allegations or disclosures of abuse or neglect must be reported internally immediately. Colleagues who suspect any form of abuse or safeguarding issue must discuss their concerns with the DSP, or in their absence discuss with another identifiable DSP immediately or with a maximum of 24 hours. All safeguarding incidents and allegations of abuse will be reported on the Databridge reporting systems for safeguarding. A note will be made of whether the incident is disclosure of a non-recent (historical) event or whether it is a current issue that has happened whilst they attended college.

NB: Non-recent abuse is defined as an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

Adults may also disclose ‘historical’ abuse committed when they were legally considered an adult. The disclosure of a historical event is an incident which needs reporting, so that a proportionate notification and enquiry can take place to establish the facts and to ascertain whether it is no longer continuing or current. There would be a risk in not reporting such incidents, since assumptions might be made, and transparency may be compromised. The response should be proportionate and least intrusive to the risk presented, and in consideration of the wishes of the individual concerned.

External reporting should be in accordance with the requirements of the local safeguarding board. If an incident has been discussed with the local safeguarding team, a note must be kept of their response. Confirmation should be sent to them either by letter or e-mail according to their requirements, stating whether they required it to be reported to them or

not, and any other advice that they gave. The advice of the local safeguarding team will be acted upon.

A register of all safeguarding incidents will be kept centrally via Databridge (Electronic Reporting System). A local register (safeguarding log) should be maintained, this can be created using the Electronic Reporting System a chronology tracking safeguarding concerns is also attached to each referral.

Safeguarding incidents must be escalated through the management and safeguarding reporting structure with serious incident notifications sent to CEO, CFOO, Principal.

Our Designated Safeguarding Person (or in their absence DDSP) is responsible for supporting colleagues to refer safeguarding concerns in line within the student Local Authority guidelines, they will also ensure that the following procedures are carried out where abuse is witnessed, suspected or alleged:

(a) Ensure that everyone is safe and that the emergency services have been called if needed.

(b) If appropriate, inform and reassure the person using our services, their GP and family that the situation is being dealt with.

(c) Keep the individual and safeguarding records up to date, to evidence outcomes or further work required.

(d) If the person who discovers the abuse has been unable to, refer the case to the local Safeguarding Service and/or seek guidance on what to do next, this alert must be done as soon as practicable or within 24 hours maximum.

(e) To ensure that evidence is not contaminated in case the police wish to lead, wait until the local Safeguarding Service has given consent before commencing the enquiry.

(f) Advise Regulatory Body, Placing Authority/Commissioners, and Social Worker/Case Manager (if applicable) that a referral has been made.

(g) Ensure the safeguarding concern is recorded in the student's notes and on Databridge recorded in our safeguarding log.

If a team member is subject to an allegation of abuse against a person who attends our campuses or vulnerable individual, suspension pending investigation should be the first choice. Where a colleague is not suspended and is moved to another area, this should be an administrative role and not involve contact with students or their families or allow access to the student records. All decisions should be clearly documented with advice sought from the Local Authority Safeguarding Team/LADO, HR and DSPs as appropriate to the level of allegation prior to informing the team member of any details of the allegation.

An early recommendation from either the Local Authority/Designated Officer for the local authority (LADO) or from the strategy discussion should determine whether and when the colleague who is the subject of the allegation should be informed of the allegation and

whether they should be moved to other work or suspended whilst the allegation is dealt with.

Audit and governance

An audit of Safeguarding processes will be carried out (with a maximum interval of 12 months). Audit tools specifically designed to suit the requirements of the organisation will be used. The results of the Audit will be discussed at CLT and governance meetings. Local or organisational action plans will be developed as required.

Terms and Definitions

Recognition of Abuse

Abuse may occur in any context or environment and by any person, professional colleagues, care workers, volunteers, other servicepeople, family, friends, neighbours or strangers. Abuse may be deliberate or unintentional or result from lack of knowledge. It can also occur as the result of neglect or poor professional practice, which could be isolated incidences of poor or unsatisfactory professional practice through to pervasive ill treatment or gross misconduct.

Although difficult to detect, Team should be alert to the possibility of abuse/exploitation from strangers, especially in services where adults at risk are supported by colleagues to live a more independent life.

Team should also be aware that the perpetrator could be another student who attends our campuses. Research has shown that where this kind of abuse is ignored or not addressed appropriately, the victims may experience mental ill health, low self-esteem and may also become perpetrators of abuse against others.

It is important to understand that an adult at risk of abuse may also be abused by another adult at risk of abuse. Adults who are subject to the Mental Health Act 1983 or the Criminal Justice System are still entitled to be protected from abuse and prevented from abusing others.

Team should be aware that some adults at risk may not be aware that they are being abused, for instance when they become dependent on colleagues, family or carers, allowing them to take control of their finances and physical environment. They may be reluctant to assert themselves for fear of making the situation worse.

Everyone is entitled to the protection of the law and access to justice. Behaviour which amounts to abuse and neglect, for example physical or sexual assault or rape, psychological abuse or hate crime, wilful neglect, unlawful imprisonment, theft and fraud and certain forms of discrimination also often constitute specific criminal offences under various pieces of legislation. Although the local authority has the lead role in making enquiries, where

criminal activity is suspected, then the early involvement of the Police is likely to have benefits in many cases.

Types of abuse

Government guidance issued in the document 'Care and Support Statutory Guidance (Issued under the Care Act 2014)' - October 2016 sets out ten categories of abuse:

(a) Physical abuse - including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions, female genital mutilation (FGM).

(b) Domestic violence - including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence.

(c) Sexual abuse - including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

(d) Psychological abuse - including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

(e) Financial or material abuse - including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

(f) Modern slavery - encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

(g) Discriminatory abuse - including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

(h) Organisational abuse - including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

(i) Neglect and acts of omission - including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

(j) Self-neglect - this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

Sexual Exploitation is a form of sexual abuse and suspicions should be reported to the Police. The sexual exploitation of adults at risk involves exploitative situations, contexts and relationships where adults at risk (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. Sexual exploitation can occur using technology without the person's immediate recognition. It can include, being persuaded to post sexual images on the internet/a mobile phone with no immediate payment or gain or being sent such an image by the person alleged to be causing harm. In all cases those exploiting the adult at risk have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. There is an increasing body of evidence that adults with learning disabilities are vulnerable to being targeted by perpetrators of such abuse

Forced marriage and 'Honour-Based' Violence/Abuse - A marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. The terms 'honour crime', 'honour-based violence' or 'izzat' embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder, where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the 'shame' or 'dishonour' of the family.

Hate Crime -A hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender

Multiple Forms of Abuse - More than one form of abuse may occur to one person or groups of people. It is important for team to look beyond single incidents or breaches in standards to underlying dynamics or patterns of harm.

In England all professionals working in regulated professions, have a statutory duty (and other colleagues have a mandatory duty) to notify the Police if they discover that an act of FGM appears to have been carried out on a girl who is under the age of 18 years (or if they suspect that a child may be at risk). If identified in women over 18 years of age, colleagues need to follow safeguarding procedures.

Related Polices

2.7 Whistleblowing Policy

1.3 Prevent Policy

2.1 Safer recruitment Policy

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