



William Henry Smith Specialist College

Safeguarding Adults at Risk Policy

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

Policy Details

Status:	In-house
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Lead member of staff:	Leanne Clarke
Responsibility of:	Leanne Clarke
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Policy Number:	CWC14

What to do if you have a safeguarding concern

If you have a Safeguarding concern about any learner over the age of 18 you must:

1. IMMEDIATELY inform a member of the Safeguarding Team DIRECTLY and IN PERSON
2. The SAFEGUARDING TEAM are
 - i. **Damien Talbot** – Designated Safeguarding Adult Lead (DSAL)
 - ii. **Kirsty Helliwell** – College Social Worker and Safeguarding Manager

iii. **DDSAL-** Leanne Clarke, Simon Cotton, Razwan Amin, Thomas Forsyth, Sarah Dawson

- **Do not** delay
- **Do not** discuss with another person before informing the Safeguarding Team
- **Do not** explore the concern yourself

3. The member of the Safeguarding Team will discuss with you what to do next and this must be completed within the timeframe set by that person

4. What will happen next

The member of the Safeguarding Team will assess the concern and decide whether further action is needed. They would usually inform you of that decision unless there is a specific reason why not

5. Possible actions

The DSAL / alerting manager may decide to

- Discuss the concern with the learner
- address the concern directly to the family / person with LPA / EPA (if applicable)
- make a referral to Calderdale adult social services
- contact the Police
- record the concern and take no further action
- continue to monitor the situation

Key Contacts

- **Damien Talbot** – Designated Safeguarding Adult Lead (DSAL)
Damien.talbot@thesmithfoundation.org.uk
- **Kirsty Helliwell** – College Social Worker and Safeguarding Manager
Kirsty.helliwell@thesmithfoundation.org.uk
- **Leanne Clarke**- Deputy Principal
Leanne.clarke@thesmithfoundation.org.uk
- **Simon Cotton**- College Lead
Simon.cotton@thesmithfoundation.org.uk
- **Heather Gibson**- Governor for Safeguarding
safeguardinggovernor@thesmithfoundation.org.uk
- **Rezina Kelly** - Rezina Kelly Chair of Governors
rezina@rezinakellyconsulting.co.uk

Important Contacts

safeguarding.calderdale.gov.uk/the-organisations/safeguarding-adults-board/

If you need guidance or advice, you can call gateway to care on **01422 393000**.

To alert them about adult abuse, fill in this alert form and email it to gatewaytocare@calderdale.gov.uk.

To contact us out of normal working hours, call our Emergency Duty Team on **01422 288000**.

Referral – complete the <https://safeguarding.calderdale.gov.uk/wp-content/uploads/2020/05/Safeguarding-Alert-Form.docx>

The Care Act 2014 - Making Safeguarding Personal

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

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

Designated Safeguarding Adult Lead

The responsibilities of the DSAL include:

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

1.0 Introduction

The William Henry Smith Specialist college is for young people aged from 16-25 years with SEMH, often with other special educational needs. As such, WHSSC is governed by the policies, procedures and practices of the Calderdale Safeguarding Adult Board in addition to Calderdale Safeguarding Children Partnership.

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

At WHSSC, safeguarding children and young adults is of paramount importance. Our learner population represent some of the most vulnerable members of our community as it is estimated that approximately 30% of children and adults with disabilities experience some form of abuse during their lives. This is wholly unacceptable and it is the duty of all professionals and practitioners working with people with a disability to play an effective part in ending the abuse and exploitation of vulnerable groups.

The following policy, written in line with guidance from the Calderdale Safeguarding Adults Board procedures: <https://safeguarding.calderdale.gov.uk/>

At all times, our college should be an environment in which learners feel, and are, safe.

Definitions

Adult with care & support needs

All learners may have additional health or learning needs. All our learners over the age of 18 can be defined as **adults with care and support needs** and may be **adults at risk**.

The adult safeguarding duties under the Care Act 2014 apply to an adult, aged 18 or over, who:

- has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect .

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

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

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

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

Abuse

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

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

Abuse may be:

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

Types of abuse

Types of abuse include recognised by Calderdale Safeguarding Adult Board include:

- Physical abuse
- Domestic violence
- Sexual abuse
- Psychological abuse
- Financial or material abuse
- Modern slavery
- Discriminatory abuse

- Organisational abuse
- Neglect and acts of omission
- Self-neglect
- Exploitation

We also recognise the risk of harm to learners through the processes of **radicalisation** and **extremism** and work within the guidance and frameworks provided by locally and nationally. For further local information please refer to <https://new.calderdale.gov.uk/communities/crime-prevention/prevent>

2.0 Objectives

Making Safeguarding Personal

We follow the six key principles highlighted in the Care Act 2014 as we endeavour to make safeguarding personal for our learners:

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

In practice, this means that we:

- make it common practice to help learners make their wishes and feelings known in respect of their care and treatment
- ensure that learners receive appropriate personal, health and social education
- make sure that all learners know how to raise concerns and give them access to a range of adults with whom they can communicate. Learners with communication impairments should have available to them at all times a means of being heard and listened to
- commit to securing an explicit understanding of adult safeguarding and well-being amongst the staff team
- develop and sustain close contact with families in a culture of openness on the part of all agencies
- provide guidance and training for staff on good practice in intimate care, working with learners of the opposite sex, addressing behaviours of concern, consent to treatment, anti-bullying strategies and sexuality and sexual behaviour

- ensure that decisions about a learner over the age of 16 who lacks capacity will be governed by the Mental Capacity Act 2005.

Our primary objective as a learning community is to provide a safe and secure learning environment for all our young people. Learners must feel safe with us, safe from one another and safe within their families and homes and community.

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

Members of staff, Governors and Trustees of WHSSC must be supported in this complex area of work through clear and efficient processes for safeguarding all our learners. This needs to be reinforced through a comprehensive programme of training to enable them to address all aspects of learners' well-being.

3.0 Procedure

The following section describes the procedures that are in place to safeguard learners over the age of 18. It addresses safeguarding across several dimensions and contexts and considers threats to learners' well-being in their various forms.

Signs and Indicators of Abuse

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

Responding to safeguarding concerns

Swift and immediate action is required of all members of the staff team where there is a concern for a learner's well-being. All members of staff have a duty and responsibility for all learners at The William Henry Smit Specialist College in respect to safeguarding concerns. Safeguarding concerns cannot be passed from one member of staff to another.

What to do if you have a Safeguarding Concern

If the concern is **urgent**:

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

Damien Talbot - Designated Safeguarding Adult Lead
Damien.talbot@thesmithfoundation.org.uk
Kirsty Helliwell – College Social Worker and Safeguarding Manager
Kirsty.helliwell@thesmithfoundation.org.uk
Leanne Clarke - Deputy Principal
Leanne.clarke@thesmithfoundation.org.uk
Simon Cotton - Head College
Simon.cotton@thesmithfoundation.org.uk

You will then be asked to make a record of the incident or your concern and any action you have taken. Do not share safeguarding concerns via email.

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

Call Calderdale Gateway to Care at 01422 393000 for guidance or advice.

Fill in an alert form and email it to gatewaytocare@calderdale.gov.uk to report adult abuse.

Contact the out-of-hours Emergency Duty Team at 01422 288000.

In an emergency, call 999. If you suspect a crime, call 101.

What to do if you have a Safeguarding Concern

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

1. Inform one of the College's **Safeguarding Team** who are

- **Damien Talbot** – DSAL
- **Kirsty Helliwell** – College Social Worker and Safeguarding Manager
- **DDSAL's**- Leanne Clarke, Simon Cotton, Razwan Amin, Thomas Forsyth, Sarah Dawson, Clair Britton

The Safeguarding team will ask you to complete a cause for concern form on SID.

If you are unable to contact any of the above people you should contact the Executive Principal without delay.

What to do if you have a Safeguarding Concern

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

Contact adult social care contact team using the on-line portal at new.calderdale.gov.uk/health-and-social-care/safeguarding-adults

- **or inform the WHSSC nominated Governor for Safeguarding, who is Heather Gibson-**
Governor for Safeguarding
safeguardinggovernor@thesmithfoundation.org.uk

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

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

Consent

Under the Care Act 2014, when there is a safeguarding concern, there is a presumption that adults at risk should be supported to understand why a referral to partner agencies is required and what the implications of that might be so that they can give informed consent to their information being shared. The exception to this would be when the young person does not have the capacity to understand the risk of harm and / or is not able to protect themselves from that harm.

- We provide accessible information to our learners about abuse and their right to be protected, and the actions that might be needed to protect them – see:
- [Raising a Safeguarding Concern Form](#)
- [Tell someone and be safe form](#)
- [Tell someone and be safe form – accessible version](#)

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

Working with Parents, Carers and Families

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

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

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

Dealing with Disclosures of Abuse or Neglect

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

- Listen carefully to the young person.
- **DO NOT directly question the learner** unless this is the only way to ascertain whether they have been harmed.
- Give the learner time and attention.
- Allow the learner to give a spontaneous account; do not stop a learner who is freely recalling significant events.
- As soon as possible afterwards, make an accurate written record of the information you have been given, taking care to record the timing, setting and any other people present, the learner's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the learner's own words where possible.

- Explain that you cannot promise not to speak to others about the information they have shared - **do not offer false confidentiality**.
- Reassure the learner that:
 - they have done the right thing in telling you;
 - they have not done anything wrong;
- Tell the learner what you are going to do next and explain that you will need to get help to keep him or her safe.
- **DO NOT ask the learner to repeat** their account of events to anyone.
- Report **immediately** to the **Designated Safeguarding Adult Lead or an alerting manager / DDSAL**.
- When requested, make a log on CPOMS and give the original notes to the DSAL.

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

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

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

- Your name, telephone number, position and request the same of the person to whom you are speaking.
- The learner's full name and address, telephone number, date of birth and siblings.
- The learner's gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others including the person(s) with lasting or enduring power of attorney (where applicable).
- The names of professionals known to be involved with the learner (GP, Social Worker).

- The nature of the safeguarding concern and foundation for it.
- An opinion on whether the learner may need urgent action to make them safe.
- Your view of what appears to be the needs of the learner and their family.
- Whether the learner is aware of the referral being made, whether the learner has capacity to give informed consent to the referral or, if the learner has capacity but does not want the referral to be made, the rationale for making the referral against their wishes.

Following a referral

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

Allegations Against Adults Within WHSSC or Other Agencies

Allegations against members of WHSSC staff or associated professionals and practitioners should be guided by the Care Act 2014 and Calderdale Safeguarding Adults procedures.

If you have any information that suggests a member of staff or visiting professional has harmed a learner under any of the categories of abuse listed earlier in this document, breached the staff code of conduct or behaved in a way that indicates they are not suitable to work with children or vulnerable adults, you should speak immediately with the **Executive Principal or DSAL**. The **Executive Principal / DSAL** will refer the matter to **Calderdale Adult Social Care Services**. Where there is or may be a transferable risk, the LADO (Calderdale children's services) will also be informed.

The **Executive Principal** or **DSAL** must not conduct an initial investigatory interview. A professional from **Calderdale Adult Social Care** will advise on a suitable course of action for the College to take.

Whistleblowing

If the **Executive Principal** or any senior leader, Governor or Trustee is implicated in the concerns you should discuss your concerns directly with the **Adult Safeguarding Team** on 01422 393000. during normal working hours and 01422 288000 outside these times

Confidentiality

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

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

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

Record Keeping

If a safeguarding referral is made by any member of staff, the **Designated Safeguarding Adult Lead** or **DDSAL** will ask the member of staff to make a log on SID (student information database) of their concern and any action taken.

Where the person with a concern does not have access to SID, they should complete a paper 'cause for concern' form. The cause for concern form and any initial notes will be stored securely by the DSAL or alerting manager.

The contents of the cause for concern/ referral form and SID records and storage process are subject to the College's data protection processes and the commonly held views on confidentiality.

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

Sharing this Policy with Parents and Carers

This policy is available for all parents and carers of learners over the age of 18 to read at any time. Parents and carers are made aware of the existence of this policy.

4.0 Conclusion

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

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

REMEMBER

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

Appendix A

Safeguarding Referral Form {add your cause for concern form here?}

Learner name:	Date:
Staff name:	Reported to:

Concern:	
Does learner have capacity to consent to family members being informed? Y / N If yes, has consent been given?	
Is there an LPA / EPA in place? Y / N If yes, name of person with LP _____ Parent / person with LPA contacted? Y / N Parent / person with LPA response:	
DSAL / alerting manager action(s):	
If referral to social care or police is being considered, does the learner have capacity to understand why the referral is being made? Y/ N	
If yes, has the learner agreed that the referral should be made? Y/ N	If no, do you consider that the referral is necessary and proportionate? Y/ N Why?
Signed off (DSAL): _____ Date: _____	
Added to SID: _____ Signed: _____	