



Safeguarding Policy

Revised: 25th July 2018

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Review Date: 25rd July 2020

Version 1.0

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Safeguarding

As a person within a position of trust you are expected to safeguard vulnerable people, and people who are potentially vulnerable. Safeguarding is an essential aspect of your duty of care to your students. Safeguarding is a requirement of law and is defined and regulated by the *Safeguarding Vulnerable Groups Act 2006* and the *Care Act 2014*. The *Children Act 1989* should also be considered.

There are six elements to safeguarding according to the *Care Act 2014*. They are discussed below.

Empowerment

A vulnerable person must be supported and encouraged to make their own decisions.

You must ensure that any vulnerable person (all children are considered vulnerable) is encouraged to make their own decisions, and are supported in the decisions that they make. Under the *Mental Capacity Act 2005* children are any persons aged under eighteen, therefore, the issue of capacity falls to the child's parent. This **does not** mean that you should ignore what a child wants to gain out of their education. This is particularly true for children who are taking their GCSEs.

Prevention

You must know what constitutes abuse and be able to recognise the signs of abuse. There are six types of abuse that you could encounter, they are:

1. Physical Abuse
 - a. A non-accidental act or omission that causes physical injury or trauma to an individual.
2. Psychological and Emotional Abuse
 - a. Behaviour that has, or is likely, to cause a negative emotional response such as anxiety, depression, or PTSD.
3. Discriminatory Abuse

- a. An act or omission which excludes or prevents an individual from participation based on reasons of race, sex, religion, age, disability, or sexual orientation.
4. Neglect Abuse
 - a. An act or omission which deprives an individual, who is dependent on care from another individual, from their basic rights and needs.
5. Sexual Abuse
 - a. Any sexual act made towards an individual who has not consented, or who is not old enough to consent, or does not have the capacity to consent.
6. Financial Abuse
 - a. Any attempt to control the financial well-being of an individual who has not consented to such action.

You should try to take action before abuse occurs. If in doubt, report it.

You should ensure that you have adequate knowledge of the signs of the above listed types of abuse.

Proportionality

You must intervene in a potential safeguarding issue in the **least** intrusive way possible.

If you suspect that there is a safeguarding issue, you must contact the appropriate local authorities. In a situation which is time critical, this will be the police. Otherwise, consider taking advice from organisations including:

- NSPCC
- Voice UK
- MenCap
- Respond
- CQC

Protection

All vulnerable people must be protected. If you suspect abuse of any individual, even if they are not your student, you **must** report it.

Partnership

Working in partnership with other staff and organisations is important to ensure safety of individuals through detection and prevention of abuse.

Accountability

You must be accountable for your role when safeguarding, and you must be transparent about your actions.

Consent

You **must** always gain consent to submit a safeguarding referral from the person whom you wish to safeguard. You must explain to them why you are making the safeguard and gain positive consent.

If the individual does not have capacity, then you must try to gain consent from their next of kin or primary caregiver. Children aged 16 and can still give consent, and you should always try to seek consent from these individuals.

There are exemptions to gaining consent:

1. You may make a referral without consent if you believe that the knowledge of a safeguarding referral would put the affected individual at greater risk of harm.
2. You make a referral without consent if the individual does not have capacity to consent and you suspect the perpetrator of harm is the individual's next of kin/primary caregiver.

If in doubt, seek advice from local authorities.