Safeguarding Adults and Children Policy

Member Responsible for Policy (DSL)		Rebecca Bromley-Woods **Director of People and Strategy**	
Version	ONE	Last Updated	June 2025
Approving Directors		D.Pheasey J. Booth B. Swallow	
Date of Next Review		June 2026	

Introduction

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

Confidence– We are enthusiastic, we act authentically and with purpose

Fairness – Showing care through our interactions and tackling inequalities

Integrity – We are honest, trustworthy and dependable; we do what we say we will do

Teamwork – We achieve more together and remain mindful of everyone's wellbeing.

Policy intent and scope

Our aim is to implement and maintain effective safeguarding adults' systems and processes. This policy defines the responsibilities of all students at Beltane College, including children under the age of 18 and those over 18 who are vulnerable adults.

For safeguarding purposes, students who access our college who are under 18 years are classed as children. Students aged 18-24 years fall into the category of vulnerable adults. In line with legislation Beltane College will work in partnership with local statutory agencies and other appropriate agencies to ensure the safety of all our students whether children or vulnerable adults.

All allegations of abuse will be taken seriously. Abuse may occur in any context or environment and by any person and it is the responsibility of all staff to act upon any concern, no matter how small or trivial it may seem. 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. Staff should remain alert to the possibility of abuse/exploitation.

An 'it could happen here' approach should be taken.

The designated Safeguarding Lead (DSL) with strategic and operational responsibility for safeguarding is the Director for People and Strategy. They are supported by the Deputy Safeguarding Lead, Director of Quality and Development

Staff should be aware that some students 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.

Responsibilities and Communication

Beltane College is committed to safeguarding all students, promoting their welfare and expects all staff, 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. Our college seeks to work in partnership with families and other agencies to improve the outcomes for students who are vulnerable or in need.

Safeguarding our students and staff is everybody's collective responsibility.

Keeping Children Safe in Education 2025 All staff must have read and understood at least Part 1 of Keeping Children Safe in Education and complete updated training annually.

Annex B of Keeping Children Safe in Education contains important information about specific forms of abuse, exploitation and safeguarding issues. Those staff who work directly with children should also read Annex B.

Governance of safeguarding is the collective responsibility of the college Directors who must comply with safeguarding arrangements. Directors are responsible for ensuring safeguarding policies and procedures are effective and comply with the law. The Director of People and Strategy is the nominated college Designated Safeguarding Lead (DSL) and as such, has responsibility to ensure that policies and procedures for safeguarding are understood and followed by all staff.

The DSL will ensure that:

- Safeguarding arrangements are reviewed annually leading to essential policy updates
- The safeguarding policy is available publicly via the college website
- The college provides and monitors annual training, and updates are provided regularly to staff as appropriate
- Oversight of safeguarding and associated data (including, but not limited to: Incidents, quality audits and regulatory outcomes) are reported regularly to Directors
- That without delay, any deficiencies or weaknesses regarding Child Protection arrangements are remedied.
- They provide a central point of contact for staff, ensuring all safeguarding information is shared and recorded as required.
- Multi-agency working is facilitated in order that safeguarding partners have a shared and equal duty to promote the welfare of children and vulnerable adults.
- All staff have due regard to data protection principles, which allow them to share personal information as provided by the UK GDPR 7 Golden Principles for Sharing Information (Appendix 5)
- The curriculum includes learning opportunities for children and vulnerable adults so that they know how to keep themselves and other safe, including online. All learning will be tailored to the specific needs and vulnerabilities of individual students.

If anyone has a safeguarding concern that involves the DSL, they should report the concern to a college Director.

Our Procedure

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

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

All safeguarding concerns should be recorded on the college system.

Further advice is to be sought from the DSL where low level concerns escalate, or a pattern of concerns begins to emerge.

Consideration will 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 DSL will act 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 be followed up in writing by email.

All staff, under the direction of the DSL will follow the Local Adult Safeguarding Board (LSAB) and Local Authority multi-agency procedures, giving due consideration to the student's context and needs and taking LA advice on whether the concerns meet protection thresholds.

Referral outcomes by Adult's Services will be followed up by college staff under the direction of the DSL and recorded on the college system.

If the DSL disagrees with the outcome of a referral, the DSL 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.

If staff have immediate concerns for a student's safety or that a student is at risk to the safety of themselves or others, they should call emergency services by dialling 999.

What to do if a student makes a disclosure.

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

- listen and keep calm. Do not interrupt
- not promise the student that they will keep the information to themselves
- explain to the student who they will need to tell and why
- observe visible bruises and marks, but 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 staff 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, to the best of their memory.
- record 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 throughout the report whether fact, opinion or third-party information
- report the matter immediately to the DSL who will advise on next steps

All concerns must be recorded as soon as possible following the incident and always on the same day

Staff will not:

Ask leading questions, put words into the student's mouth or press for details

Rush the student

Examine the student

Investigate

Promise to keep the information to themselves

Summarise or use your own words to describe events

A failure to safeguarding a student who attends our college will be considered through the appropriate proportionate disciplinary procedures.

Multi-Agency Co-operation

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

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Multi-agency co-operation is aimed at sharing information, improving joint working and addressing barriers.

The UK GDPR does not prevent, or limit, the sharing of information for the purpose of keeping children safe.

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 Local Authorities, the student at risk and their carers where appropriate.

Information shared between agencies, including the local social care department and the police must be treated with the strictest confidentiality and on a need-to-know basis. Early sharing of information is the key to providing an effective response where there are emerging concerns.

Radicalisation – Our college recognises that there is a threat of terrorism and understands that many terrorists are radicalised during their day-to-day contact with others. The college adheres to the UK government's current Prevent Strategy.

Responding to Suspected Radicalisation.

Visitors

- All visitors must be recorded and supervised as appropriate.

Induction and training

- All staff and volunteers will engage in a thorough safeguarding induction on the first day of employment.
- All staff will complete online modules for safeguarding, prevent and FGM training within their induction period.
- It is the responsibility of the line manager to ensure their staff comply with the induction and annual training plan.

Criminal Activity

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 safeguarding benefits for most cases.

Children and adults deemed vulnerable, are entitled to the protection of the law. The responsibility for taking the lead on the enquiry of a crime rests with the police. Decisions regarding prosecution are the responsibility of the Crown Prosecution Service. The early involvement of the police is essential when there is reason to believe that a crime has been committed.

A member of the senior team will act as an appropriate adult where police investigations take place on site. This should take place only after parents have been informed.

The college will know its student cohort well. Ensuring staff know who the students who have or have had a social worker are. Understanding their holistic progress, making reasonable adjustments and maintaining a culture of high aspirations for all.

Internal reporting

Any suspicions, allegations or disclosures of abuse or neglect must be reported internally immediately.

Staff who suspect any form of abuse or have a safeguarding concern must discuss their concerns with the DSL, or the Deputy DSL as soon as practically reasonable on the day the concern emerges. All safeguarding incidents and allegations of abuse will be recorded on the college systems for recording and reporting safeguarding. A record will be made of whether the incident is disclosure of a non-recent* (historical) event or whether it is a current issue regardless of whether this occurred within or beyond college.

Children and adults may also disclose 'historical' abuse. The disclosure of a historical event is an incident which needs reporting, so that a proportionate external notification and enquiry can take place to establish the facts. There would be a risk in not reporting such incidents, since assumptions might be made, and transparency may be compromised.

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 record must be kept of their response. Confirmation should be sent to them either by letter or e-mail as they advise, stating whether they required it to be reported to them or not, alongside any other advice that they gave. The advice of the local safeguarding team will always be followed.

A register of all safeguarding incidents and concerns will be kept centrally via the college safeguarding reporting system. A safeguarding log should be maintained as a local register of events; this is to be created using a sequence of events tracking safeguarding concerns as they arise.

Safeguarding incidents must be escalated through to the DSL with serious incidents reported on to the college Directors.

Our Designated Safeguarding Lead (or in their absence Deputy DSL) is responsible for supporting staff and volunteers to refer safeguarding concerns in line with the student's local authority regulations, all staff will ensure that the following procedures are carried out where abuse is witnessed, suspected or alleged:

- Ensure that everyone is safe and that the emergency services have been called if needed. If appropriate, inform and reassure the student, their GP and family that the situation is being dealt with.
- Keep student safeguarding records up to date, to evidence outcomes or further actions required.
- The person who discovers the abuse should seek guidance from the DSL on what to do next, including escalating to the student's local authority

safeguarding team alerts must be completed as soon as practicable and always within 24 hours.

- The DSL will advise Placing Authority/Commissioners, and Social Worker/Case Manager (if applicable) that a referral has been made.
- Ensure the safeguarding concern, alongside any follow up actions is recorded accurately, on the day of the event, on the college safeguarding system

Online safety

The Director of Finance and Business will ensure the college's Acceptable Use of IT facilities and internet Access will support everyone to keep children and vulnerable adults safe when using the internet and mobile technology. This will include appropriate filtering and monitoring.

Appropriate filters are in placed to protect students when they are online on college's IT systems and are informed by the risk assessment required by Prevent Duty.

Online bullying by students, via texts and emails, is managed through Student Harassment and Bullying policy. When dealing with such issues staff should refer to advice for sharing images and nudes and semi-nudes: Advice for education settings working with children and young people how to respond to an incident.

Child on Child Abuse

Child on Child abuse can take many forms.

- Bullying, including cyber bullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children, physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

The college recognises child-on-child abuse and offers support to all students.

The college will ensure:

- Students who have experienced child-on-child abuse can report to any member of staff or can report anonymously via the safeguarding portal.
- These systems are well promoted as part of the student induction, and throughout the academic year.
- All staff receive training on child-on-child abuse
- The subject is embedded into curriculum topics so that students are clear about acceptable and unacceptable behaviours.
- Students feel comfortable to ask for help
- Students are supported
- Staff will be supported by the DSL to consider any intra-familial harms and any necessary support there may be for siblings following incidents.

Children who are lesbian, gay, bi or gender questioning (LGBT+)

Risks can be compounded where LGBT+ children and adults lack a trusted adult with whom they can be open. Children who are perceived by others to be LGBT+, whether they are or not can be just as vulnerable as children who identify as LGBT+

College staff will ensure:

- o All students who identify as LGBT+ have a safe space
- o All students who self-identify as non cis-gender will have a named member of staff that they can approach to speak out or share their concerns
- o This is in addition to the normal wellbeing and safeguarding facilities available to all students.

Staff allegations

If a staff member is subject to an allegation of abuse against a person who attends our college, suspension pending investigation will be the first action.

All decisions should be clearly documented with advice sought from the Local Authority Safeguarding Team/LADO, Directors and DSLs 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 a joint 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 remain suspended whilst the allegation is dealt with.

Whistleblowing

It is the responsibility of all colleagues to advise their line manager of any concerns they have about the safety and wellbeing of students. If staff do not feel their concerns are being taken seriously or sufficiently responded to within the college colleagues can 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 do this for them.

Recruitment

The DSL, under the governance of the Directors will ensure.

Staff are recruited in line with the Safer Recruitment guidelines and that all mandated policies are read and followed by all colleagues, including volunteers prior to issuing a formal contract and start date.

All interview panels must contain one colleague with up-to-date safer recruitment training who will lead on statutory responsibilities to check all recruits, including volunteers, taking proportionate decisions to ask for any checks beyond the minimum requirement.

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 the DSL prior to any work being undertaken.

Staff induction, including agency staff will include an overview of safeguarding procedures specific to the college, this includes being provided access to all mandated policies.

Employers are required to make referrals to the DBS about individuals they believe to pose a risk of harm to vulnerable groups. Staff should follow whistleblowing procedures and raise concerns with the DSL or Deputy DSL as appropriate.

It is the responsibility of the DSL to notify the Local Authority Designated Officer 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.

The DSL has a responsibility to report to the relevant Local Authority Designated Officer, any substantial allegation of misconduct by a practitioner, which, if proven, would call into question their fitness to practice.

Following the onboarding process, all staff undertake a safeguarding induction followed by annual update training at the beginning of each academic year, on the responsibilities for both child safeguarding and adult safeguarding. Induction training will make staff aware of complementary policies and systems which support safeguarding this will include

- o The code of Professional Conduct
- o Student Harassment and Bullying Policy
- o Safeguarding response to students with unexplained or persistent absences from education.
- o An understanding of the expectations, roles and responsibilities in relation to filtering and monitoring.

Audit and Governance

A safeguarding audit will be carried out regularly 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 with the directors and as part of any local governance meetings. Local or organisational development action plans will be developed as required.

Definitions and Glossary

* 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.

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) (see 7.1.14). (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 forced marriage is 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, 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 Legislation

Section 175 of the Education Act

Section 94 of the Education and Skills Act

Keeping Children Safe in Education

Human Rights Act 1998 21

The equality Act 2010

[Care act 2014](#) [Guidance](#)

What to Do if You Are Worried a Child is Being Abused - [Advice for practitioners](#)

UKCIS guidance: [sharing nudes and semi-nudes advice for education settings](#)

[information sharing advice for safeguarding practitioners](#)