



Safeguarding Vulnerable Adults Policy and Procedures 2024-2025

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Aim:

Scarborough Sixth Form College is committed to safeguarding all our students, including those who turn eighteen during their time at the College. We expect everyone who works in our College to share this commitment.

Named personnel with designated responsibility for Safeguarding

Designated Safeguarding Lead: DSL@s6f.org.uk

- Alice Thornton a.thornton@s6f.org.uk 01723 380760

Deputy Designated Safeguarding Leads and Designated Teacher for Looked After Children:

- Jo Davies j.davies@s6f.org.uk 01723 380732
- Sue Hawthornthwaite s.hawthornthwaite@s6f.org.uk
- Lyndsay Welburn l.dawson@s6f.org.uk

Nominated Safeguarding Governor:

- Tim Griffin h.campbell@s6f.org.uk (Clerk to the Board of Governors)

Chair of Governors:

- Rachel Dolby h.campbell@s6f.org.uk (Clerk to the Board of Governors)

Safeguarding Officers: safeguarding@s6f.org.uk

Specific areas of specialism

HR, Staffing, Safer Recruitment and low-level concerns

- Lesley Clemmet l.clemmet@s6f.org.uk
- Kelly Tate k.tate@s6f.org.uk

Student Safeguarding concerns

- David Jackson d.jackson@s6f.org.uk
- Julie Walkington j.walkington@s6f.org.uk

IT, Filtering and Monitoring concerns

- Kieren Moore k.moore@s6f.org.uk
- Dave Robinson d.robinson@s6f.org.uk

Principal

- Phil Rumsey p.rumsey@s6f.org.uk

Aims

At Scarborough Sixth Form College we are committed to safeguarding all our students, including those who turn eighteen during their time at the College. We expect everyone who works in our College to share this commitment.

Adults in our College take all welfare concerns seriously and encourage our students to talk to us about anything that worries them.

Legal safeguarding duties apply to an adult at risk.

An adult at risk is a student aged 18 years or over who:

- has needs for care and support (even if the authority is not meeting any of those needs)
- is experiencing, or is at risk of, abuse or neglect.
- is unable to protect himself or herself against the abuse or neglect or the risk of it.

An adult at risk may therefore be a person who, for example:

- is an older person who is frail due to ill health, physical disability, or cognitive impairment.
- has a learning disability.
- has a physical disability and/or a sensory impairment.
- has mental health needs including dementia or a personality disorder.
- has a long-term illness/condition.
- misuses substances or alcohol.
- is an unpaid carer such as a family member/friend who provides personal assistance and care to adults and is subject to abuse.
- lacks mental capacity to make certain decisions and needs care and support.

We will always act in the best interest of the student.

The College aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote students' welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.
- The Governing Body and staff of Scarborough Sixth Form College (hereinafter referred to as "our/the College") take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our College to identify, assess and support those students who are suffering harm and to keep them safe and secure whilst in our care.
- The responsibilities set out in this policy apply (as appropriate) to all members of the College community including students, staff, governors, visitors/contractors, volunteers, and trainees working within the College. It is fully incorporated into the whole College ethos and is underpinned throughout the teaching of the curriculum, within the tutorial programme (known as Prep) and within the safety of the physical environment provided for the students.

There are two key parts to this process.

Preventing abuse from happening. This includes safe recruitment, to ensure that unsuitable people are not employed, and an organisational culture in which all staff and volunteers are empowered to play a part in preventing and ending abuse.

Protecting people who may be experiencing, or at risk of, abuse. This includes empowering people to know their rights and to access the right support to enable them to achieve the outcomes that they want.

Consent

It is always essential in safeguarding to consider whether the adult at risk can give informed consent in relation to the investigation. If they are, their consent should be sought. This includes an awareness of the risks of disclosing that an investigation is being undertaken.

Where an adult at risk with capacity has decided that they do not want action to be taken and there are no public interest or vital interest considerations, their wishes must be respected.

The adult at risk must be given information and have the opportunity to consider all the risks and fully understand the likely consequences of that decision over the short and long term.

The College aims to ensure that organisations work together to prevent abuse occurring and when abuse does occur, adults at risk are protected from further harm.

It makes sure that:

- the needs and interests of adults at risk are always respected and upheld.
- the human rights of adults at risk are respected and upheld.
- a proportionate, timely, professional, and ethical response is made to any adult at risk who may be experiencing abuse.
- all decisions and actions are taken in line with the Mental Capacity Act 2005 and each adult at risk maintains, choice and control, safety, health, quality of life, and dignity and respect.

Legislation and Statutory Guidance

The policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our website and by request from the main College Reception. It should be read in conjunction with other relevant policies and procedures including the College's Safeguarding Children and Child Protection Policy.

Definitions

Safeguarding and promoting the welfare of vulnerable adults means:

- Empowerment – People are supported and encouraged to make their own decisions and informed consent.
- Prevention – It is better to act before harm occurs.
- Proportionality – The least intrusive response appropriate to the risk presented.
- Protection – To support and protect those in greatest need.
- Partnership – Working collaboratively with other agencies.

- Accountability – To be transparent about, and responsible for, our safeguarding practices.

The College will:

- Provide clear leadership and lines of accountability for safeguarding.
- Provide appropriate training.
- Provide supervision and support for staff, students and volunteers.
- Implement procedures for minimising risk including risk assessment and safer recruitment practices.
- Establish clear reporting mechanisms including arrangements for sharing information with external Safeguarding partners.
- Implement whistleblowing procedures and a culture which enables issues about Safeguarding to be discussed.

Types of abuse and neglect

Abuse and neglect can take many forms. The College should not be constrained in their view of what constitutes abuse or neglect and should always consider the circumstances of the individual case.

Physical abuse – including assault, hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.

Domestic violence – including psychological, physical, sexual, financial, emotional abuse; so called ‘honour’ based violence.

Sexual abuse – including rape and sexual assault or sexual acts to which the adult at risk has not consented, or could not consent or was pressured into consenting, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography, witnessing sexual acts or indecent exposure.

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

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.

Modern slavery – encompasses slavery, human trafficking, forced labour and domestic servitude.

Discriminatory abuse – including forms of harassment, slurs or similar treatment because of race, gender and gender identity, age, disability, sexual orientation, or religion.

Organisational abuse – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, or in relation to care provided in one’s own home.

Neglect and acts of omission – including ignoring medical 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.

Self-neglect – a wide range of behaviour including neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

Abuse is difficult to assess; situations are rarely as tidy or straightforward as these categories suggest. Many situations may involve a combination of abusive elements.

Equality Statement

Some students have an increased risk of abuse, and additional barriers can exist for some students with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognising students' diverse circumstances. We ensure that all students have the same protection, regardless of any barriers they may face.

We give special consideration to students who:

- Have special educational needs or disabilities.
- Are carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, or radicalisation.
- Are asylum seekers, refugees or migrants.

Roles and Responsibilities

Safeguarding, like child protection, is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by this College), volunteers, and governors in this College. Our policy and procedures also apply to extended College and off-site activities.

All staff will be aware of:

- Sharing concerns that they have about a student with the Designated Safeguarding Lead. However, it should be remembered 'that sometimes students will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL.
- The process for reporting safeguarding concerns.
- The referral to adult services process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- Working in partnership with other agencies in the best interests of the student and with their consent. Requests for service to adults' social care duty and advice team should (wherever possible) be made by the Designated Safeguarding Lead. Where a student already has a social worker, we will immediately contact the social worker involved or in their absence, the team manager.

- Procedures in College for recording any cause for concerns and passing information on to the DSL in accordance with College's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as female genital mutilation (FGM) and radicalisation.

The Designated Safeguarding Lead (DSL) and deputy designated staff:

- Our College's DSL is Alice Thornton. The DSL takes lead responsibility for child protection and wider safeguarding (including adult students, online safety and understanding the filtering and monitoring systems in place)
- During term time, the DSL will be available during College hours for staff to discuss any safeguarding concerns a.thornton@s6f.org.uk
- The DSL can also be contacted out of College hours at DSL@s6f.org.uk
- When the DSL is absent, Jo Davies (deputy DSL) will act as cover and can be contacted at j.davies@s6f.org.uk
- If the DSL and deputy are not available, Phil Rumsey (Principal) will act as cover and can be contacted at p.rumsey@s6f.org.uk

The DSL/DDSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on student welfare and safeguarding matters.
- Take part in discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of students, managing referrals from College staff and any others from outside the College, whilst ensuring child protection information is transferred to the College in a timely fashion following enrolment.
- Refer suspected cases, as appropriate, to the relevant body, and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified.
- Keep the Principal informed of any issues and liaise with local authority officers and relevant professionals for adult safeguarding concerns as appropriate.
- Ensure representation at appropriate inter-agency meetings.
- Provide reports as required for meetings. If unable to attend a meeting, a written report will be sent.

The full responsibilities of the DSL are set out in Annex C of Keeping Children Safe in Education (KCSIE) – Role of the designated safeguarding lead. All Designated Safeguarding Leads and deputy Safeguarding Leads must read and comply with this.

The Governing Body

- The Governing body will complete appropriate safeguarding and child protection (including online) training at induction and part of an annual training cycle.
- The Governing body will approve this policy at each review and hold the Principal to account for its implementation.
- The Governing body will appoint a lead governor to monitor the effectiveness of this policy, in conjunction with the full Governing Body. The DSL cannot also be the lead governor with responsibility for child protection.
- If an allegation of abuse is made against the Principal, the Chair of Governors will act as the 'case manager'.
- The Governing body, along with the College's Central Management Team are committed to safeguarding its students, even if they are placed in alternative provision for a period within the College day/week. For work shadowing and volunteering placements and off-site enrichment activities, providers are asked to

confirm that they have the appropriate health and safety policies and risk assessment procedures. Providers are also made aware of our Safeguarding Policy, which can be found on the College's website <https://s6f.org.uk>

The full responsibilities of the Governing body are set out in Part Two of KCSIE – The management of safeguarding. All governing bodies should read Part Two of KCSIE to ensure that the College is fully compliant with their statutory safeguarding responsibilities.

The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents via the College website
- Ensuring that the Designated Safeguarding Lead has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Whistleblowing

The College promotes good safeguarding adult practice. Should there be a risk of conflict of interest or a need to share information through the College's Whistleblowing Policy, this can be found at <https://s6f.org.uk>

Recording and Information

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded electronically on CPOMS. Information will be kept confidential and stored securely.

Records will include:

- A clear comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

The storing and processing of personal data is governed by the General Data Protection Regulations 2017 (GDPR) and [Data Protection Act 2018](#). Scarborough Sixth Form College will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

Staff may have access to special category personal data about students and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the student. Records should only be shared with those who have a legitimate professional need to see them.

The College also has a published Data Protection Policy which can be found on the College website <https://s6f.org.uk>

Additional information:

Disclosures Dos and Don'ts:

- Stay calm and try not to show shock.
- Listen carefully.
- Be sympathetic ("I am sorry that this has happened to you").
- Be aware of the possibility of medical evidence.
- Tell the person that he/she did right to tell you.
- Treat the information seriously.
- Inform the appropriate Line Manager.
- Take steps to protect and support them.
- Report to your Line Manager.
- Write down what was said by the person disclosing, noting date and time.

Please refrain from:

- Pressing the person for more details.
- Promising to keep secrets.
- Making promises you cannot keep (e.g. "this will never happen to you again").
- Contacting the alleged abuser.
- Being judgemental (e.g. "why didn't you run away?").
- Breaking the confidentiality agreed with the alleged victim and your Line Manager (e.g. to other members of staff – "it's just awful, something terrible happened to...").