

Safeguarding Vulnerable Adults, Young Adults and Children

Policy & Guidance

Key Contacts within the College	
Designated Safeguarding Lead (DSL) Name: Jacqueline Bradley Contact Number: 01375 366570	Deputy Designated Safeguarding Lead Name: Bokani Evans Contact No: 01375 366570
Key Contacts within the Local Authority	
Adults Thurrock First Team: Email: thurrock.first@thurrock.gov.uk Contact Number: 01375 659810 Out of Hours: 01375 372468 https://www.thurrock.gov.uk/adult-social-care-help-and-advice/who-to-contact-in-an-emergency	Children Local Authority Safeguarding and Designation Officers (LADO): 01375 652921 Emergency Duty Team Out of Hours: 01375 372468 Secure email: lado@thurrock.gov.uk https://www.thurrocklsc.org.uk/assets/1/lscp_lado_leaflet.pdf
Urgent Referrals Where the danger is urgent and immediate and/or the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead cannot be contacted.	
Adults Referral to Thurrock First Team: Where you have URGENT and IMMEDIATE concerns for the safety and welfare of an adult during office hours telephone: 01375 511000 To make URGENT referrals OUT OF OFFICE HOURS telephone emergency duty team: 01375 372468	

Children**Referral to Social Care Services/Thurrock Multi Agency Safeguarding Hub**

Where you have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone MASH team: 01375 652802

Email: thurrockmash@thurrock.gov.uk

<https://www.thurrock.gov.uk/childrens-care-professionals-services/thurrock-mash>

To make **URGENT referrals -OUT OF OFFICE HOURS** telephone emergency duty team: 01375 372468

CONTENTS

Section	Title	Page
1	Policy Statement	3
2	Designated Staff – Roles and Responsibilities	6
3	Dealing with Disclosure	7
4	Recruitment & Selection Procedures	7
5	Monitoring & Review	8
6	Supporting Material	9
App 1	Procedures for Reporting Cases of Suspected Abuse	10
App 2	Useful Contacts	17
App 3	Apprenticeships and Employer-Based Programmes	19

Introduction:

Thurrock Adult Community College is committed to raising staff awareness of all aspects of safeguarding, preventing abuse where possible and ensuring robust procedures are in place for dealing with incidents of abuse.

We believe that:

- All learners have the right to be protected from harm
- Learners need to be safe and feel safe whilst learning

- Learners need support which matches their individual needs
- All learners, staff and visitors to TACC should respect the background, values and beliefs of others
- TACC can and should contribute to keeping learners safe from abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views, being drawn into extremism and risk-taking behaviours.

These procedures are written in the context of The Southend, Essex & Thurrock (SET) Safeguarding Adults Guidelines and the Thurrock Local Safeguarding Children Board, which give full information. Both documents can be found at the links in the Supporting Material Section 6 of this document.

1. POLICY STATEMENT

- 1.1 Thurrock Adult Community College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children/young people and vulnerable adults receiving education and training at the College.
- 1.2 An effective safeguarding policy is one, which provides clear direction to staff and others about expected behaviour when dealing with safeguarding concerns. An effective policy also makes explicit the College's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns, referrals and monitoring will be handled sensitively, professionally and in ways, which support the needs of the learner.

Thurrock Adult Community College takes action to safeguard adults and children to:

- a. Promote well-being and prevent abuse and neglect from happening in the first place
 - b. Ensure the safety and well-being of anyone who has been subject to abuse or neglect
 - c. Take action against those responsible for abuse or neglect taking place
 - d. Learn lessons and make changes that could prevent similar abuse or neglect happening to other people
- 1.3 Throughout this policy and procedures, reference is made to "children and young people". This term is used to mean "those under the age of 18".
- 1.4 It is also recognised that some adults are vulnerable to abuse. Accordingly, the procedures are also applied to allegations of abuse and the protection of vulnerable adults. Guidance on who is a 'vulnerable adult' is taken from 'No Secrets' (Department of Health 2000), which defines vulnerable adults as: 'those adults who are or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.
- 1.5 The definition of vulnerable adults includes (but is not exclusive to) individuals with any of the following:
- Learning Difficulties
 - Physical Impairments
 - Sensory Impairments
 - Mental Health Needs
 - Age Related frailty
 - Dementia

- Brain Injuries
- Drug or Alcohol Problems

- 1.6 The College will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to the Council's Children Services, the Council Adult Social Care Service, the police or in cases of radicalisation to the Channel Scheme as appropriate.
- 1.7 The college will ensure that all staff working with children/young people and vulnerable adults will receive training on Safeguarding and Prevent and be kept fully up to date with their responsibilities and duties with regard to the safety and well-being of vulnerable adults, children and young people and the College's procedures and policies, with refresher training relevant to their role.
- 1.8 The senior member of the College Leadership Team with special responsibility for protection issues is the Principal who is the Designated Safeguarding Lead (DSL). Safeguarding Managers have responsibility of child and/or vulnerable adult protection. Their names and titles are set out in section 2 of this policy.
- 1.9 The governing body recognises the following as definitions of abuse:
- a. **Abuse:** a form of maltreatment of a child, young person or vulnerable adult. Somebody may abuse or neglect a child, young person or vulnerable adult by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
 - b. **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, by female genital mutilation or otherwise causing physical harm. Physical injury may occur as a result of injury inflicted by a family member, including a brother or sister, or by another person, or an injury sustained accidentally but as a result of neglect. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness by proxy, or Munchausen syndrome by proxy.

Bullying can also be a form of physical and emotional abuse. However, it is more often between peers and needs to be dealt with locally by tutors with the assistance of line or Duty Managers, with cases reported as per the College Anti Bullying & Harassment Policy.

- b. **Psychological/Emotional abuse** is the persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on him or her emotional development. It may involve conveying to that child or person that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may include not giving the child, young person or vulnerable adult opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on the child or person concerned. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing frequently children, young people or vulnerable adults to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- c. **Sexual abuse:** involves forcing or enticing a child or young person or vulnerable adult to take part in sexual activities, not necessarily involving violence, whether or not the child or person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children, young people or vulnerable adults in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- d. **Neglect** is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of his or her health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's or vulnerable adult's basic emotional needs.

1.10 In respect to vulnerable adults, the local Council Guidelines identify nine forms of abuse. In addition to the four above, they also identify:

- a. **Financial or material abuse** is defined as 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, misuse of power of attorney, rogue trading.
- b. **Discriminatory abuse** is defined as any form of harassment, verbal abuse, denial of basic needs, unequal treatment based on age, race, gender and gender identity, married or civil partnership, pregnancy, disability, sex, sexual orientation or religion, 'protected characteristics' under the equality act 2010.
- c. **Organisational abuse** is defined as repeated incidents of poor professional practice or neglect, and inflexible services based on the needs of the providers rather than the person requiring the service.
- d. **Domestic Abuse** is defined as physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological, emotional or other abuse; so-called "honour" based violence and forced marriage.
- e. **Modern Slavery** encompasses slavery, human trafficking, sex work, forced labour, sexual exploitation, debt bondage and domestic servitude.
- f. **Neglect and acts of omission** is defined as ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, withholding of the necessities of life, such as medication, adequate nutrition and heating.
- g. **Self-Neglect** is defined as a wide range of behaviour; neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.
- h. **Extremism** is vocal or active opposition to British values of 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- i. **Grooming** including online grooming occurs when someone builds an emotional connection with another person to gain their trust for the purposes of future sexual abuse or other exploitation.

1.11 In respect of safeguarding individuals from radicalisation, the College works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for learners through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

1.12 These procedures apply to online abuse including engaging in abuse through social media. They apply to e-safety and the acceptable use of technology using fixed and mobile devices to connect to the internet, whether supplied by the College or the learner and whether using the college network or accessing guest Wi-Fi.

2. DESIGNATED STAFF WITH RESPONSIBILITY FOR CHILD PROTECTION/ VULNERABLE ADULTS

Senior Staff Members with Lead Responsibility for Child/Vulnerable Adults Protection

2.1 The designated person with lead responsibility for child/ vulnerable adult protection issues is the Principal, Jacqueline Bradley.

2.2 The Principal has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children, young people and vulnerable adults learning within the College.

2.3 She has received training in child/vulnerable adult protection issues and inter-agency working, as required by the Local Safeguarding Children Board and will receive refresher training at least every two years.

2.4 The Principal will provide an annual report to the governing body of the College setting out how the College has discharged its duties. He/she is responsible for reporting deficiencies in procedure or policy identified by the LSCB (or others) to the governing body at the earliest opportunity.

2.5 The Principal is responsible for overseeing the operation of procedures. This involves:

a. Overseeing the referral of cases of suspected abuse/radicalisation or allegations to the Council's Department of Children and Young People's Services, or other agencies (such as the police, Channel) as appropriate.

b. Providing advice and support to other staff on issues relating to child /vulnerable adult protection

- c. Maintaining a proper record of any child/vulnerable adult protection referral, complaint or concern (even where that concern does not lead to a referral)
- d. Ensuring that parents/carers of children and young people/vulnerable adults within the College are aware of the College's Child/Vulnerable Adult Protection Policy
- e. Liaising with the Children Services Department of the Local Authority, the Local Safeguarding Children Board, Adult Safeguarding Board and other appropriate agencies
- f. Ensuring that all staff receive basic training in child protection/vulnerable adult issues and are aware of the College's Child/Vulnerable Adult Protection Procedures

Designated Staff Members

2.6 Designated members of staff with particular responsibility for child protection/vulnerable adult issues are (as at Sep 2022):

Principal (Jacqueline Bradley – Designated Safeguarding Lead)
Learning Support co-ordinator – (Bokani Evans) Deputy Designated Safeguarding Lead)
Business Services & Projects Manager (Matthew Uphill)
Assistant Principal, Curriculum and Quality (Keeley Donati)

2.7 These designated staff members:

- A. report to the Principal on child/vulnerable adult protection issues
- B. are trained and able to receive and make an appropriate child/vulnerable adult protection referral to external agencies
- C. will be available to provide advice and support to other staff on issues relating to child/vulnerable adult protection
- D. have particular responsibility to be available to listen to children, young people and vulnerable adults studying at the College
- E. will deal with individual cases, including attending case conferences and review meetings as appropriate
- F. have received training in child protection and/or vulnerable adult issues and inter-agency working, as required by the LSCB, and will receive refresher training at least every two years

3. DEALING WITH DISCLOSURE OF ABUSE: THE COLLEGE PROCEDURES FOR REPORTING CONCERNS

3.1 The College has published procedures for reporting cases of suspected abuse of young people or vulnerable adults. A full copy is set out in Appendix One to this document.

3.2 These procedures are issued to all members of staff and all new recruits to the College during their induction. All staff are required to read the policy and procedures and sign to

agree to comply with the contents. Further staff (mandatory) training is provided to all College staff and renewed at least every three years or if significant changes to policy take place.

3.3 All staff are responsible for complying with the College Safeguarding requirements including DBS and data protection and familiarising themselves with implementing TACC safeguarding procedures. Every line manager is responsible for ensuring Right to Work and DBS checks take place and that induction of new staff includes awareness of safeguarding roles and responsibilities.

4. RECRUITMENT AND SELECTION PROCEDURES

4.1 The College has written recruitment and selection procedures. The policy and procedures are designed with the aim of safely recruiting staff and providing a safe environment for children/young people and vulnerable adults to learn in. Key aspects of the procedures and processes are as follows:

Job descriptions are available for all roles. All jobs contain explicit responsibility for safeguarding and promoting the welfare of learners having due regard to the College's Child & Vulnerable Adults Protection Policy

A person specification setting out the key selection criteria for all roles. The person specification includes demonstrating commitment to Safeguarding and Prevent policies and the suitability to work with children and young adults

A standard application form that provides for the collection of information on applicants that enables the College to recruit safely

Advertising of posts externally as appropriate

A requirement for those appointed to produce documentary evidence of academic/vocational qualifications

Standard interview questions for lecturer appointments and other key staff who work with children and young adults exploring their suitability in this respect. Interviewers are advised to follow up on any gaps or discrepancies in the employment history of applicants

Two satisfactory references are obtained for each successful applicant as a condition of their employment. The first reference should be the applicant's existing or most recent employer. The second reference should also be from an employer. Character references are only used where an applicant has little or no previous work experience e.g. young persons, volunteers. Where appropriate referees are asked specific questions about an applicant and their role in safeguarding children and vulnerable adults

A policy on the recruitment of ex-offenders

A policy on obtaining a satisfactory Disclosure and Barring Service (DBS) disclosure and 'barred list' check for appropriate positions as a condition of employment at the college.

Recruiting managers are trained in safer recruitment practice.

5. MONITORING AND REVIEW

5.1 Safeguarding is a set agenda item on all team meetings. Reports are submitted to termly Governing Body Resources Committee meetings and to termly Health & Safety Committee meetings. The governing body safeguarding lead alongside the designated safeguarding team will have oversight of operational compliance with this policy and procedures and will report to governors.

5.2 Safeguarding is subject to annual review through the College's Self-Assessment Process.

5.3 This policy will be reviewed on an annual basis, or more frequently should there be a legislative change, by the Principal and referred to the Governing Body if there is significant change.

6. SUPPORTING MATERIAL

- 6.1. [Keeping Children Safe in Education 2022](#)
- 6.2. [The Southend, Essex & Thurrock \(SET\) Safeguarding Adults Guidelines \(Version 7 – April 2022\)](#)
- 6.3. [SET Safeguarding Handbook 2022](#)
- 6.4. Thurrock Local Safeguarding Children Board website
<http://www.thurrocklscp.org.uk/lscp>
- 6.5. Thurrock Council Safeguarding Adults webpages
<https://www.thurrocksab.org.uk/>
- 6.6. Prevent Duty Guidance: for England and Wales HM Government (Further Education)
<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>
- 6.7. SET Prevent Duty Guidance
<http://www.essexsab.org.uk/media/2280/set-prevent-policy-guidance-v7.pdf>
- 6.8. Making a Prevent Referral
<https://www.gov.uk/guidance/making-a-referral-to-prevent>
- 6.9. Ofsted: Handbook for the inspection of further education and skills
<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook-for-september-2022>
- 6.10. The Forced marriage Unit
<https://www.gov.uk/guidance/forced-marriage>
- 6.11. Modern Day Slavery website
<https://www.gov.uk/government/collections/modern-slavery>
- 6.12. Safeguarding Adults – NHS England
<https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf>
- 6.13. SWGfI Harmful sexual behaviour support service
<https://swgfi.org.uk/harmful-sexual-behaviour-support-service/>

APPENDIX 1

PROCEDURES FOR REPORTING CASES OF SUSPECTED ABUSE INVOLVING CHILDREN/YOUNG PEOPLE OR VULNERABLE ADULTS

1. THE DUTY TO REPORT

1.1 *Thurrock Adult Community College and all its members of staff have a legal duty to report cases of suspected abuse. If you, as a member of staff, have concerns that a child/young person or vulnerable adult has been mistreated or abused, you MUST report this.*

2. WHAT TO DO IF YOU NOTICE ABUSE

2.1 You may become aware of potential abuse in two main ways:

A. you may observe signs in a student that lead you to suspect that they have been physically, emotionally, or sexually abused, or suffer severe neglect, or are becoming radicalised; or in addition, in the case of a vulnerable adult, they may be experiencing financial, discriminatory or institutional abuse.

B. the tables below gives examples that may indicate that an individual is being abused. In addition to these, a person may be being abused by virtue of their race, gender, age, disability or sexual orientation, which would indicate discriminatory abuse. Similarly, any of the examples listed may be an indication of institutional abuse if the individual is in receipt of organised care.

C. the students themselves may disclose to you that they have been abused.

Possible signs of physical abuse include:
Unexplained injuries or burns, particularly if they are recurrent
Refusal to discuss injuries
Improbable explanations for injuries
Untreated injuries or lingering illness not attended to
Admission of punishment which appears excessive
Fear of medical help
Aggression/bullying
Over compliant behaviour or a 'watchful' attitude
Running away
Significant change in behaviour without explanation
Deterioration of work
Shrinking from physical contact
Fear of returning home or of parents being contacted
Fear of undressing

Unexplained pattern of absence which may serve to hide bruises or other physical injuries

Possible signs of emotional abuse include:

Continual self-deprecation
 Fear of new situations
 Inappropriate emotional responses to painful situations
 Self-harm or mutilation
 Compulsive stealing/scrounging
 Drug/solvent abuse
 'Neurotic' behaviour – obsessive rocking, thumb-sucking, and so on
 Air of detachment – 'don't care' attitude
 Social isolation – does not join in and has few friends
 Desperate attention-seeking behaviour
 Eating problems, including overeating and lack of appetite
 Depression, withdrawal

Possible signs of sexual abuse include:

Bruises, scratches, burns or bite marks on the body
 Scratches, abrasions or persistent infections in the anal or genital regions
 Sexual awareness inappropriate to the person's age – shown, for example, in drawings, vocabulary, games and so on
 Promiscuity, prostitution, provocative sexual behaviour
 Self-injury, self-destructive behaviour, suicide attempts
 Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
 Frequent public masturbation
 Attempts to teach others about sexual activity
 Refusing to stay with certain people or to go to certain places
 Aggressiveness, anger, anxiety, tearfulness
 Withdrawal from friends
 Recoiling from physical contact
 Eating disorders
 Tiredness, lethargy, listlessness
 Over-compliant behaviour
 Genital discharge/irritation
 Sleep disturbance
 Unexplained gifts of money
 Depression

Changes in behaviour

Possible signs of neglect include:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at College
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Possible signs of financial abuse include:

- Loss of jewellery and personal property
- A bill not being paid when money is entrusted to a third party
- Unexplained withdrawal of cash
- Lack of money to purchase basic items
- Misuse of benefits
- Inadequate clothing
- Theft of property
- Over protection of money or property
- Loss of money from a wallet or purse

Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy
- The individual becomes increasingly intolerant of more moderate views
- The individual expresses a desire/intent to take part in or support extremist activity
- The individual is observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual may change their appearance
- Their health may suffer (including mental health)
- They may become isolated from family, friends, peers or social groups.

2.2 If a student discloses to you that they (or indeed another child/young person or vulnerable adult) have been, or are being abused/radicalised

DO

Do listen very carefully to what they tell you.

Do take what is said seriously and accept what you are told.

Do stay calm and reassure the student that they have done the right thing in talking to you.

Do write down as soon as you can exactly what you have been told.

Do tell them that you must pass this information on but that only those that need to know will be told. Tell them to whom you will report the matter.

DO NOT

Do not panic.

Do not promise to keep things secret. You have a duty to refer a child/young person or vulnerable adult who is at risk.

Do not lie or say that everything will be fine now that they have told.

Do not criticise the abuser, especially if it is a parent/carer

Do not ask lots of detailed or leading questions such as: 'What did he do next?' Instead, ask open questions such as 'Anything else to tell me?' 'Yes', or 'And...?'. Do not press for answers the student is unwilling to give.

It is important that the person to whom disclosure is made **does not investigate** or question the person concerned except to clarify what they have heard. This is particularly important in cases of sexual abuse.

2.3 It is very important to record, as accurately as possible, what was said to you when you received the disclosure of abuse. Clearly all written records should be handled confidentially.

2.4 ***If a child/young person or vulnerable adult discloses to you that they or another child has been abused/radicalised, or if you suspect from what you observe that they are being abused, you MUST REPORT THIS.***

2.5 **You must inform any one of Designated Team immediately if you have concerns that a child/young person or vulnerable adult has been or is being abused.**

They should be informed in person, or by telephone or via the internal reporting form.

2.6 There are three routes to refer concern about abuse:

a. Contact the College's Designated Team directly.

The Designated Team consists of: (as at 01/09/22)

- DSL - Principal (Jacqueline Bradley)
 - DDSL – Learning Support Co-ordinator (Bokani Evans)
 - Business Services & Projects Manager (Matthew Uphill)
 - Assistant Principal, Curriculum and Quality (Keeley Donati)
- b. If the disclosure/concern involves a member of College staff, contact the Principal or the Vice Principal, in which case the Chair of Governing Body must be informed. If staff have a safeguarding concern or an allegation about another member

of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy which is found in the Employee Code of Conduct.

c. If, for any reason, you are unable to contact a member of the designated team (for example in the evening or on a residential trip) and the matter is urgent, then contact the Local Authority or the police directly and report the matter to the DSL at next available opportunity.

Local Authority Adults (18+):

Thurrock First Team 01375 511000
Out of hours 01375 372468
SafeguardingAdults@thurrock.gov.uk

Local Authority Children:

Thurrock Multi Agency Safeguarding Hub (MASH) 01375 652802
Out of hours 01375 372468

Police:

999 emergencies (e.g. rape, serious physical or sexual assault, robbery)
101 (e.g. property stolen by another adult, or adult been assaulted by a neighbour when out shopping)

In all cases, if you are concerned, the rule is to pass this on quickly and to seek help and further support, rather than to worry alone or to do nothing.

Sub-Contractors

The College will ensure that (if and when applicable) Sub-Contractors have effective and up-to-date Safeguarding procedures and a named manager responsible for safeguarding across their organisation.

The default will be to use TACC policies unless there are specific specialist arrangements in place that require further risk assessments and reporting procedures.

All Sub-Contractors will be required to submit evidence of their policies and procedures to the Assistant Principal of Quality and Curriculum during initial due diligence, annual audits and quality checks.

The Assistant Principal will ensure that audits encompass safeguarding and safer recruitment checks across all partnerships.

Any concerns or inadequate practices will be highlighted to the Assistant Principal and Principal.

Ultimately, TACC policies and reporting procedures apply to all TACC delivery, including sub-contractors.

3. THE OPERATION OF THE DESIGNATED TEAM

3.1 When a member of staff refers a case of suspected abuse to a member of the Designated Team, he/she decides whether or not the situation should be referred to the Local Authority or the police, or whether some other course of action is more appropriate (see flow chart). In coming to a decision about what action to take, the member of the Designated Team may confer with other members of the team. He/she may also take advice from the college's contacts in the Local Authority. If they consider that abuse may have taken place, or that a child/young person or vulnerable adult is at risk of abuse, they will formally notify the Local Authority or police about this.

3.2 At this point the Local Authority take over responsibility for the issue. If they decide that there are serious concerns, they will initiate a formal assessment and, where circumstances warrant it, involve the police.

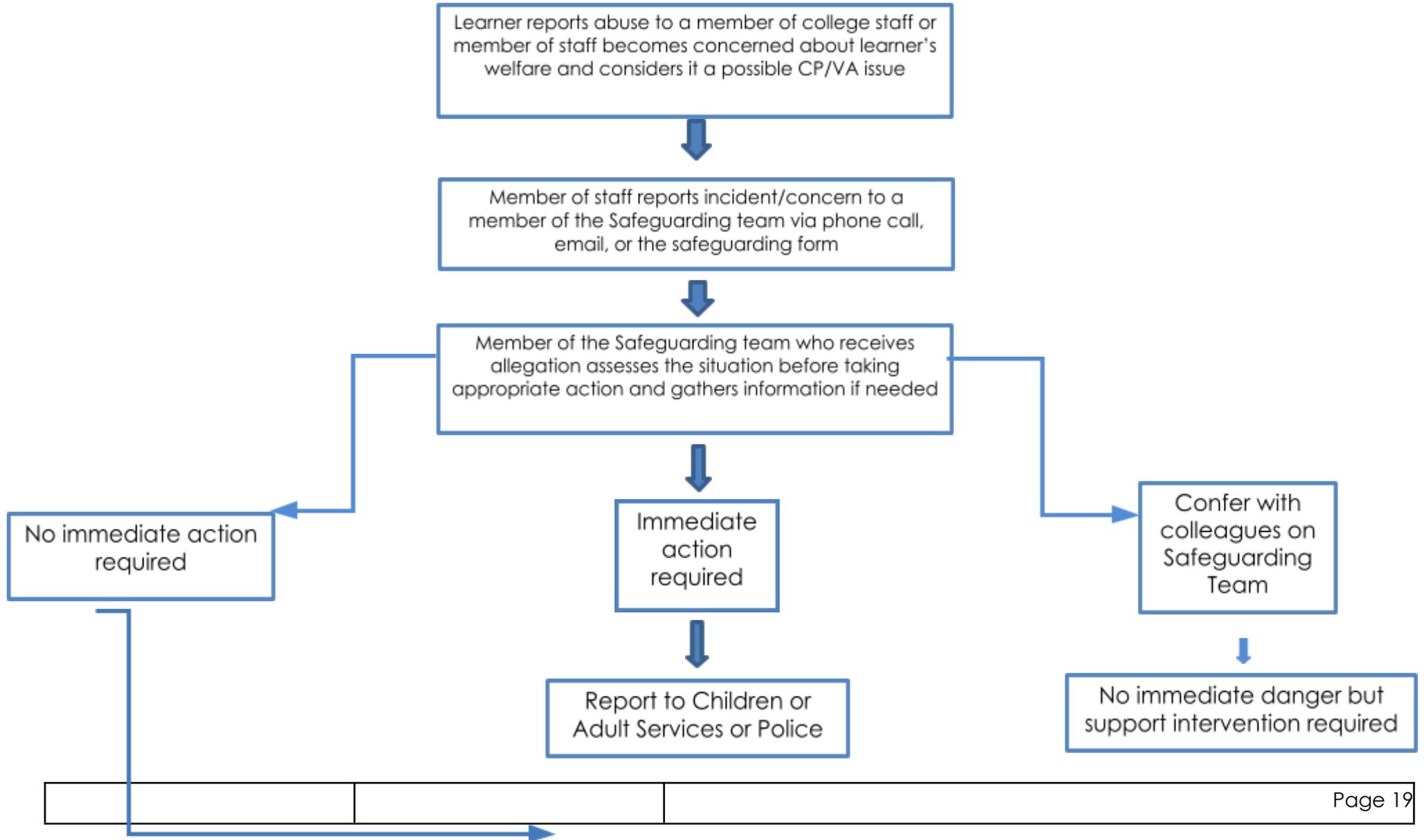
3.3 Involvement in cases of suspected abuse can be personally disturbing and distressing. Although the individuals involved in taking the disclosure may feel a need to talk about it with someone – a colleague, a friend, a partner – they should avoid this in order to respect the confidentiality of the student concerned. The council's Confidential Care staff assistance programme can also offer support and advice (0800 197 2821).

3.4 Disclosure of or being the subject of abuse is obviously a very difficult and distressing time for the student, who needs to be offered continuing support in the college. They should be made aware of the support available to them and helped to initiate contact with this support if so desired.

3.5 A confidential record will be kept of all cases referred to the Designated Team, including details of cases referred to the Local Authority or the police. The Principal will keep these written records securely with any paper information.

3.6 The Leadership Team and governing body safeguarding lead will be informed where a case has arisen which has been referred to the Local Authority or the police.

Child Protection/Vulnerable Adult Reporting Procedure



--	--	--



Complete relevant paperwork



Refer to relevant internal/external team/agency for support – complete SETSAF or CAF forms if appropriate

--	--	--

There are a number of ways to report incidents, causes for concern or safeguarding issues, these are:

The **Safeguarding Reporting Form**. This can be found in the Staff Guide under quick links and useful information or use this link

<https://docs.google.com/forms/d/e/1FAIpQLSe850WPtoRdaA5JhZK47EecBCx9qxLryh5kEuLLYXsf7n4Sw/viewform>

You can **email** the **Safeguarding team** at

Safeguarding@tacc.ac.uk

Or you can **call** the **Safeguarding team** on 01375 **366570**

If there is a serious issue that needs immediate action, please refer to page 1 of this policy.

		Page 21
--	--	---------

--	--	--

--	--	--

USEFUL CONTACTS

Adult Social Care Services:

Thurrock Council, Thurrock First

Tel: 01375 511000

thurrock.first@thurrock.gov.uk

Out of hours Emergency Duty Team 01375 372468

Child – related:

Local Authority Designated Officers (LADO)

- Sharon Owen (Monday, Tuesday, Friday) – 07738 821 584
- Trevor Willis (Wednesday, Thursday) – 07565 620 631
- Marie Jerman, LADO Admin (Monday to Friday) – 07762 406 606

Grays Police Station Essex Police

Brook Road, Grays, Essex

Tel: 01375 391212

Local & Regional Organisations:

Care Quality Commission (CQC) – Cambridgeshire office

<http://www.cqc.org.uk/content/contact-us>

Telephone: 03000 616161

Fax: 03000 616171

South West Essex NHS

NHS South West Essex

Head Office

Phoenix Court

Christopher Martin Road

Basildon, Essex

SS14 3HG

Tel: 01268 705000

Fax: 01268 705100

Thurrock Council for Voluntary Services

The Beehive

Community & Voluntary Resource Centre

West Street, Grays

RM17 6XP

Tel 01375 389881

Basildon & Thurrock University Hospitals NHS Foundation Trust

--	--	--

Basildon Hospital
Nethermayne
Basildon
SS16 5NL
Tel 01268 524900

Thurrock Carers Centre

Cromwell Road
Grays
Thurrock
RM17 5HQ
Tel 01375 413754

<https://www.thurrock.gov.uk/support-for-carers/caring-for-someone>

BATIAS (Advocacy service for people with learning difficulties)

The Beehive
West Street, Grays
RM17 6XP
Tel 01375 389869

Changing Pathways (formerly Thurrock Women's Aid)

Advice Tel: 01268 729707
For refuge space call: 01268 581591
Enquiries: welcome@changingpathways.org
All calls are strictly confidential
Office Hours: 9am – 5pm

SERICC (South Essex Rape & Incest Crisis Centre)

The Hall
West Street
Grays
RM17 6LL
Tel 01375 380609
24hr answerphone – if line is busy or not answered please leave a message to be called back

--	--	--

Appendix 3 – Apprenticeships and Employer-Based Programmes

Apprenticeships

TACC runs a number of Apprenticeship programmes that are mainly delivered in the workplace. Employers are issued with and asked to read our Safeguarding, Health & Safety and Equality, Diversity and Inclusion policies. Line managers/mentors are asked to familiarise themselves with the safeguarding, accident, near-miss and Prevent reporting and escalation processes. We also offer safeguarding advice and signposting to employer staff involved with the apprentice.

All Apprenticeship employers are required to have the correct insurances and working conditions in place and a named mentor/line manager for the apprentice. A full risk assessment is conducted prior to programme commencement (including an assessment of workstations/locations/properties and working duties) and signed off by all parties.

Work Placements

The College may organise work placements for learners from a range of programmes. TACC staff work with employers to ensure that the placement is suitable for learners to undertake work experience.

Risk assessments are undertaken for each placement and includes an assessment of locations/properties and job duties.

If an activity being undertaken by a learner on work placement gives the opportunity for contact with children, this may be considered a regulated activity. In these cases, the TACC colleague will ensure the learner has an up-to-date DBS check if they are over the age of 16.

Concerns raised during an Apprenticeship or Work Experience Placement

Where a learner, member of staff or employer raises a concern regarding the placement and/or the conduct of any learner or supervising staff member at that placement, the College will take all concerns seriously.

The College will liaise with the employer and Local Authority as required to address any concerns. The College reserves the right to withdraw learners from a placement if there are concerns raised.

Any employer who is concerned about a student can refer their concerns to the TACC named contact or the Safeguarding/Learner Services Team. The College will lead on the concerns and work with the Employer to ensure that any placements can still go ahead without risk to customers or the student.

Additional College and off-site arrangements

Where additional College activities are provided by and managed by the College, our own

--	--	--

Safeguarding Policy and Procedures apply. If other organisations provide services or activities on our site we will ensure that they have appropriate procedures in place, including reporting, escalation and safer recruitment procedures.

When our learners attend off-site activities, including day and residential visits and work related activities, we will check and ensure that effective safeguarding arrangements are in place.

Appendix 4

Low level Concerns

Thurrock Adult Community College promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable the college to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with learners, oversharing information about personal life (including sharing personal contact details)
- having favourites

- | | | |
|--|--|--|
| | | |
|--|--|--|
- taking photographs of learners without consent on their mobile phone, contrary to school policy
 - engaging with a learner on a one-to-one basis in a secluded area or behind a closed door, including outside of the education setting
 - humiliating learners
 - making inappropriate or dismissive comments about safeguarding issues

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources including suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation.

The low-level concerns policy reflects and is an extension of the college's wider code of conduct.

Reporting low level concerns

Low-level concerns should be shared with the safeguarding team using the google safeguarding form and recorded and dealt with appropriately.

Staff do not need to be able to determine in each case whether the behaviour in question constitutes a low-level concern, or if it may meet the harm threshold.

Once staff share what they believe to be a low-level concern, that determination should be made by the Principal/Assistant Principal and in consultation with the DSL.

Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

Responding to low level concerns

The Principal (or designated person) will collect as much evidence as possible by speaking

- directly to the person who raised the concern, unless it has been raised anonymously, and
- to the individual involved and any witnesses.

The information collected will help to categorise the type of behaviour and determine what further action may need to be taken

--	--	--

This information will be recorded in writing along with the rationale for their decisions and action taken.

More detailed guidance and case studies on low-level concerns can be found in:

[Developing and implementing a low-level concerns policy: a guide for organisations which work with children](#)