

Safeguarding Vulnerable Adults, Young Adults and Children

Policy & Guidance

Key Contacts within the College	
Designated Safeguarding Lead Name: Keeley Donati Contact No 01375 366570	Deputy Designated Safeguarding Lead Name: Fay Stone 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/lscpladoleaflet.pdf
Urgent Referrals Where the danger is urgent and immediate and/or the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead cannot be contacted.	
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	
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 <u>you</u> 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.	
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TACC Safeguarding Policy

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Introduction:

Thurrock Adult Community College is committed to raising staff awareness of all aspects of safeguarding, early prevention of 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.

1.1 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). The Safeguarding Team have responsibility of child and/or vulnerable adult protection. Their names and titles are set out in section 2 of this policy.

The governing body recognises the following as definitions of abuse:

- a. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child 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** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. 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.
- c. **Emotional abuse** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional

development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 11 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 children. 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 bullying (including cyberbullying), causing children frequently 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

- d. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening or not. 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 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
- e. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child'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** are 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.

See Appendix 7 for updates on current safeguarding risks

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. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. The objectives of Prevent are to: tackle the ideological causes of terrorism. intervene early to support people susceptible to radicalisation. enable people who have already engaged in terrorism to disengage and rehabilitate. 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, Keeley Donati.
- 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 They have 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. They are 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 responsibility for child protection/ vulnerable adult issues are:

Principal (Keeley Donati – Designated Safeguarding Lead **DSL**)

Vice Principal (Fay Stone - Deputy Designated Safeguarding Lead **DDSL**)

Safeguarding Officers

Programme Manager (Nichola Chapman)

Programme Manager (Belinda England)

Business Operations Manager (Matthew Uphill)

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 new College staff at induction and renewed at least every three years or if significant changes to policy take place. Annual safeguarding refresher training is mandatory for all staff

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 – adverts include a statement advising candidates that the college carries out social media checks on applicants. (In place from December 2023)

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 must 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.

This is an extract from the Council's policy, which we follow:

- Thurrock Council is fully committed to the principles of safer recruitment, ensuring that safeguarding and promoting the welfare of children and vulnerable adults is central to any recruitment process.
- The Disclosure and Barring Service (DBS), an Executive Agency of the Home Office, provides wider access to criminal record information through its Disclosure service.
- This policy enables managers, and anyone involved in the recruiting and checking process, to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involves children or vulnerable adults.
- For managers recruiting to posts which require regular contact with children or vulnerable adults, or access to their data, the 'Safer Recruitment' section of the Recruitment & Selection policy should be fully understood, which contains protocols over and above those in the standard recruitment procedure.

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 meetings. The governing body safeguarding lead alongside the Designated Safeguarding Lead 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 The safeguarding team meet monthly, including the link Governor for safeguarding.

5.4 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.

5.5 Safeguarding link governors will complete annual audits of filtering and monitoring systems within the college, and ensure that they are aware of any breaches or incidents from which lessons can be learnt

6. SUPPORTING MATERIAL

- 6.1. [Keeping Children Safe in Education 2023](#)
- 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.thurrocklscb.org.uk/lscb>
- 6.5. Thurrock Council Safeguarding Adults webpages
<https://www.thurrockscab.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
[Further education and skills inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/further-education-and-skills-inspection-handbook)
- 6.10. The Forced marriage Unit
<https://www.gov.uk/guidance/forced-marriage>
- 6.11. ~~Forced~~ 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. SWGfL Harmful sexual behaviour support service
<https://swgfl.org.uk/harmful-sexual-behaviour-support-service/>

Field Code Changed

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 learner 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 give 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 learner 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 learner discloses to you that they (or indeed another child/young person or vulnerable adult) have been, or are being abused/radicalised

DO:

- listen very carefully to what they tell you.
- take what is said seriously and accept what you are told.
- stay calm and reassure the learner that they have done the right thing in talking to you.
- write down as soon as you can exactly what you have been told.
- 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:

- panic.
- promise to keep things secret. You have a duty to refer a child/young person or vulnerable adult who is at risk.
- lie or say that everything will be fine now that they have told.
- criticise the abuser, especially if it is a parent/carer
- 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 learner 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, using the person's actual words of what was said to you when you received the disclosure of abuse. 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 the Safeguarding 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 concerns about abuse:

- a. Contact the College's Safeguarding Team directly.

The team consists of:

- DSL – Principal (Keeley Donati)

- DDSL – Vice Principal (Fay Stone)
 - **Safeguarding Officers:**
Business Operations Manager (Matthew Uphill)
Programme Manager – Nichola Chapman
Programme Manager – Belinda England
- 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 paragraph d below.
- c. If, for any reason, you are unable to contact a member of the Safeguarding Team (for example in the evening or on an external 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.

d. 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 Vice Principal during initial due diligence, annual audits and quality checks.

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

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

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

3. THE OPERATION OF THE SAFEGUARDING TEAM

3.1 When a member of staff refers a case of suspected abuse to a member of the team, he/she decides whether 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 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 to respect the confidentiality of the learner concerned. The council's confidential Employee Assistance Programme (EAP) can offer support and advice (0808 168 2143). In addition, the Council has a team of Mental Health First Aiders - [First aid - Thurrock Council intranet](#)

3.4 Disclosure of or being the subject of abuse is obviously a very difficult and distressing time for the learner, 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.

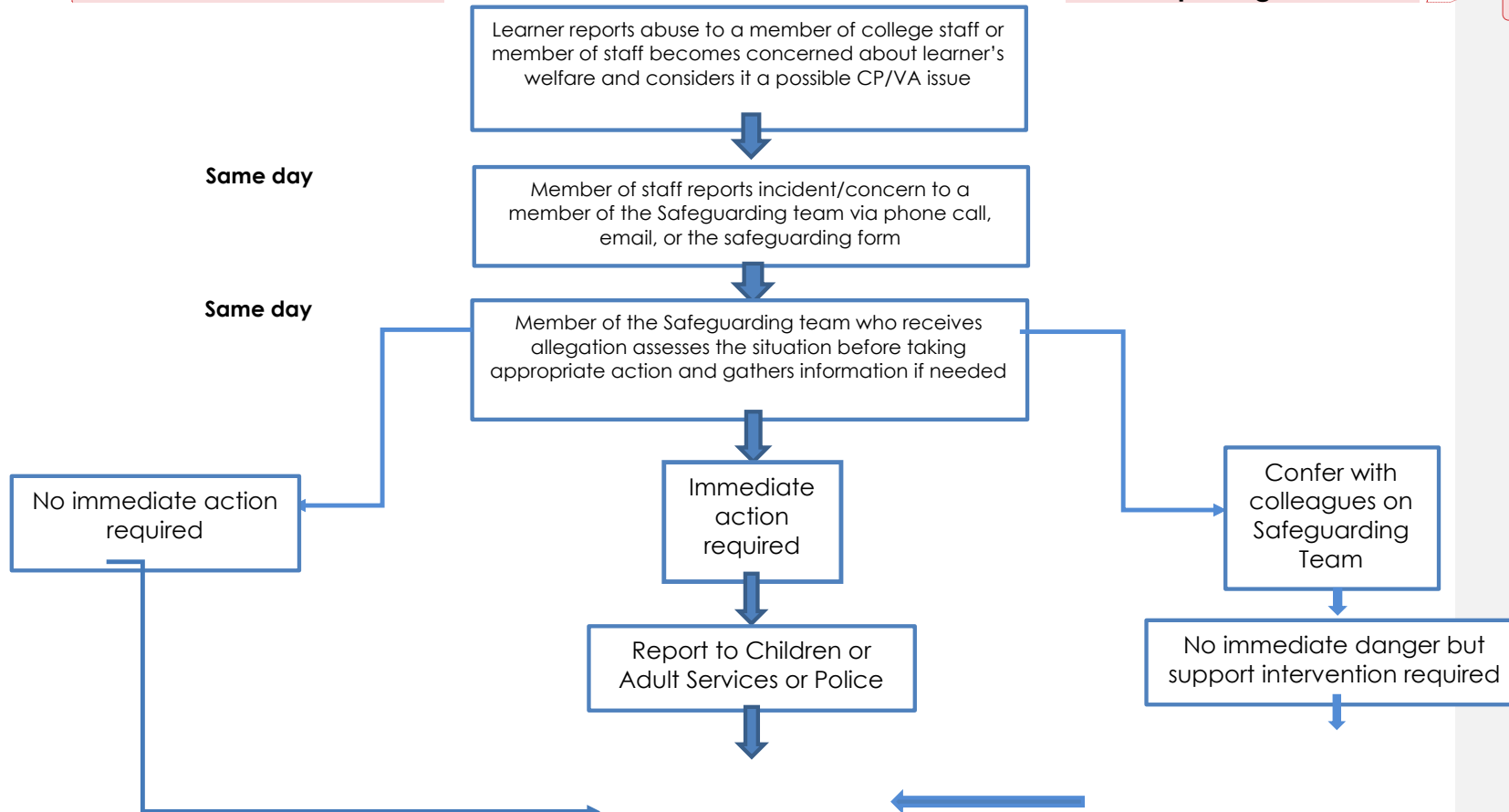
3.5 A confidential record will be kept of all cases referred to the Safeguarding Team, including details of cases referred to the Local Authority or the police. The Principal will keep these written records securely with any paper information.

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

Commented [UM1]: @Donati, Keeley - this seems to have gone out of sync?



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Complete relevant
paperwork

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

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There are several 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/1FAIpQLSe850WPtoRdaA5JhZK47EecBCx9gxLryh5kEuILLYXsf7n4Sw/viewform> need new link

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

TACC.Safeguarding@Thurrock.gov.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.

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Appendix 2

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

Southwest Essex NHS

NHS Southwest 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

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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

SARC Sexual Assault Referral Centre 01277 240620
Open 24 hours/day, 7 days a week
Referral by Police or self-referral for aged 13 plus
Under 13 referrals only via Police or Social Worker

NHS Inclusion Thurrock (Drug & alcohol addiction)
0300 303 1018

Operation Encompass

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Appendix 3 – Apprenticeships and Employer-Based Programmes

Apprenticeships

TACC no longer offers training for apprenticeships.

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 college will ensure the learner has an up-to-date DBS (Disclosure and Barring Service) check if they are over the age of 16.

Concerns raised during a 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 learner can refer their concerns to the TACC named contact or the Safeguarding 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 learner.

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 and work-related activities, we will check and ensure that effective safeguarding arrangements are in place.

Appendix 4

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Low level Concerns

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 college may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work. It does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. The term 'low-level' concern does not mean that it is insignificant.

Low-level concerns include behaviours which may be intentionally designed to facilitate abuse, unintentional, inadvertent or thoughtless. *The key is that the behaviour is inappropriate.* It includes face-to-face, in writing or digitally such as in online meetings, or via social media or email.

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

- showing favouritism
- being over-friendly with learners, oversharing information about personal life (including sharing personal contact details)
- using inappropriate language that is sexual, profane, intimidating or offensive, inappropriate touching or initiating hugging, intimidation, punishment or degrading treatment.
- taking photographs of learners without consent on their mobile phone, contrary to college 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

These should be reported and will be dealt with in the same way as any other 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.

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.

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Reporting low level concerns

Low-level concerns should be shared with the safeguarding team using the safeguarding reporting 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 Designated Safeguarding Lead in consultation with the Safeguarding team as appropriate. Ensuring they are dealt with effectively should also protect those working for or on behalf of the college 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](#)

Appendix 5: Filtering and Monitoring

The college strives to provide a safe environment to learn online.

The college uses Senso to monitor activities on college IT equipment. One designated member of the safeguarding team and the DSL receives alerts when a word triggers the system, and these are investigated accordingly. Any concerns arising from this will be reported to the Safeguarding Team and board of Governors (where appropriate). This system is reviewed annually as part of the annual review of the college's Safeguarding Policy.

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Appendix 6: Use of college sites by other organisations (para 166 & 167 of KCSiE (Keeping Children Safe in Education))

The college main centre is in a shared office space with external organisations renting rooms in the same building. No learners under the age of 19 attend learning at this centre. Access cards are needed to be able to enter any part of the building apart from the communal area on the ground floor. The cards are programmed to enable access only to particular rooms and floor. CCTV cameras are installed and monitored. After 5pm the front doors are locked, and entry is with access cards that have the required permissions (only for staff; learners' cards do not have building access enabled)

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Appendix 7: Safeguarding Updates – Current Risks

Deep Fakes

Using AI (Artificial Intelligence) to create convincing fake images, videos and audio recordings – Coronation Street story

They can be used for fun, or even for scientific research, but sometimes they are used to impersonate people like politicians or world leaders, in order to deliberately mislead people.

Used to spread disinformation – sexual content

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Online influencers

Online influencers like Andrew Tate could radicalise young men and boys into extreme misogyny in the same way terrorists draw in their followers. The national lead for policing violence against women and girls (VAWG), said the influencing of young boys online is “quite terrifying”.

Violence Against Women and Girls (VAWG)

The National Police Chiefs’ Council recently published a report on violence against women and girls framing it as a national emergency.

There has been an increase in non-fatal strangulation among young people who do not understand how dangerous it is.

The prevalence of non-fatal strangulation between young people, and the perception that it’s a healthy part of a sexual relationship, is really frightening. All the academic research will tell you the difference between non-fatal and fatal strangulation is millibars of pressure.

Est number of offences against aged 16 plus year ending March 2023

Sexual harassment 2,048,483

Non Domestic Abuse stalking 851,000

Non-Domestic Abuse sexual assault 686753

Domestic Abuse 1,377,000

Romance Scams

Reports of romance scams have jumped, according to a major bank, which has issued a warning to people looking for love this summer.

Barclays analysed its business and personal current account customer scam data – and found a 139% increase in the total value of romance scam reports when comparing the period March to April with the period May to June.

Romance scams take place when someone pretends to be interested in a romantic relationship, gaining their victim’s trust before manipulating them into sending money or personal information, causing financial and emotional harm.

While men account for the majority of romance scam reports received, women typically lose more money, Barclays found.

On average, female victims lose £8,900, whole men lose around £3,500.

The bank also saw a 43% increase in romance scams reported by women in May-June 2024, compared with March-April.

Kirsty Adams, a fraud and scams expert at Barclays, said: “It may be surprising to see that men more often fall victim to romance scams, as stereotypes have often incorrectly painted women as more susceptible.

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“This is backed by our additional research, which shows that men are **g**enerally more willing than women to transfer money to people they have recently started dating, even if they are yet to meet in person.

“It can be easy to get caught up in the whirlwind of a new romance, but we’re urging everyone to make sure they have taken the time to truly get to know and verify the identity of the person they are speaking to before transferring any sum of money, no matter what reason they give or how urgent the request seems.”

July accounted for 12% of romance scam claims made last year, with the number of reports around two-and-a-half times higher than the Valentine’s period in February 2024, Barclays’ analysis found.

It added that a significant proportion of romance scams it deals with originate on dating websites and apps, or on social media.

Barclays also commissioned a survey of 2,000 people in June by Census wide. It found that (34%) of people who are single feel more inclined to try dating in the summer months.

- Women, £8,900
- Men, £3,500

Nearly a fifth (18%) of men said they would consider sending money to someone they were in an online relationship with but whom they had not met in person, compared with 7% of women. Nearly a quarter (23%) of people said they have encouraged a family member or friend to stop online dating due to concerns over romance scams.

A fifth (21%) of people have a friend or family member whom they fear could be susceptible to a romance scam.

Cyber Flashing

A form of sexual violence
Criminal offence under Online Safety Act with maximum 2 years in prison

Involves offenders sending an unsolicited sexual image to people via social media or dating apps but can also be over data sharing services such as Bluetooth and Airdrop. In some instances, a preview of the photo can appear on a person's device – meaning that even if the transfer is rejected victims are forced into seeing the image.

[Research](#) by Professor Jessica Ringrose from 2020 found that 76 percent of girls aged 12-18 had been sent unsolicited nude images of boys or men.

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Rape Crisis – 2 in 5 women aged 18-34 were sent a sexual photo without their consent by someone who was not a romantic partner

On 19 March, Nicholas Hawkes was sentenced at Southend Crown Court to 66 weeks in prison. He received 52 weeks for the cyberflashing offences and an additional 14 weeks for breaching a previous court order and a suspended sentence was activated.

Deputy Chief Crown Prosecutor for CPS East of England said: “Cyberflashing is a serious crime which leaves a lasting impact on victims, but all too often it can be dismissed as thoughtless ‘banter’ or a harmless joke.