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# Safeguarding Policy

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<b>Audience:</b>	Public, Staff, Students
<b>Responsible person:</b>	Director of Student Support & Experience / Access, Participation & Progression Officer
<b>Approved by:</b>	Senior Leadership Team

## 1. Key Contacts for Safeguarding

### 1.1 Academy of Live Technology Contacts

Designated Safeguarding Lead (DSL) and first point of contact:

Emma Cook – Director of Student Experience & Support

E: [emma.cook@academyoflivetechology.co.uk](mailto:emma.cook@academyoflivetechology.co.uk)

Deputy Designated Safeguarding Lead (DDSL) and first point of contact:

Michael Fox – Access, Participation & Progression Officer

E: [michael.fox@academyoflivetechology.co.uk](mailto:michael.fox@academyoflivetechology.co.uk)

Alternative contacts within Academy of Live Technology who are also trained in safeguarding:

Emily Lynch – Student Support & Experience Officer

E: [emily.lynch@academyoflivetechology.co.uk](mailto:emily.lynch@academyoflivetechology.co.uk)

### 1.2 Local Authority Safeguarding Contacts

If you have concerns about an adult at risk or a child, please use the following details:

Wakefield Council Local Authority

Social Care Direct

T: 03458 505 503

E: [Social\\_care\\_direct@wakefield.gov.uk](mailto:Social_care_direct@wakefield.gov.uk)

W: [Safeguarding Adults Board - Wakefield Council](#)

### 1.3 Other Organisation Safeguarding Contacts

Below are reputable and recommended organisations and charities that will provide support in relation to adult and child safeguarding concerns at the Academy.

Name of Organisation/Charity	Contact Details	Summary of Support Offered
Disclosure & Barring Service (DBS)	03000 200 190 Online Referral (only Mon-Sat between 08:00 -23:30) <a href="#">Barring Referral Service - GOV.UK (submit-a-barring-referral.service.gov.uk)</a>	Referral guidance to support and ensure safer recruitment decisions, preventing unsuitable people from working with vulnerable people.
Health Assured Assistance Program	0800 206 2532 <a href="mailto:enquiries@healthassured.co.uk">enquiries@healthassured.co.uk</a>	App available. 24/7 365 helpline to trained counsellors and psychotherapists. Wellbeing support and guidance.
MENCAP (Learning Disability Support)	0808 808 1111 Mon – Fri: 10:00 – 15:00 <a href="mailto:helpline@mencap.org.uk">helpline@mencap.org.uk</a>	Advice line for people with learning disabilities around subjects such as wellbeing, cost of living, education,

	Online form available	sexual health. Support with accessing local groups and personal support services.
MIND	0300 123 3393 Mon – Fri 0900: 18:00 <a href="mailto:info@mind.org.uk">info@mind.org.uk</a>	Information and guidance on mental health, drugs and treatments, tips for everyday living. Links to crisis services.
National Association for People Abused in Childhood (NAPAC)	0808 801 0331 Mon – Thurs: 10:00 – 21:00 Fri 10:00 – 18:00 Sat & Sun – Closed <a href="mailto:support@napac.org.uk">support@napac.org.uk</a>	Survivor support line. Guide booklets. Legal advice. Advocacy support.
RESPOND (support services for people with Learning Disabilities & Autism who have experienced abuse violence or trauma)	020 7383 0700 <a href="mailto:admin@respond.org.uk">admin@respond.org.uk</a>	Offer services for survivors, families & young people. This involves ISVA, and therapy services.
Samaritans	116 123 <a href="mailto:jo@samaritans.org">jo@samaritans.org</a>	24/7, 365 support through dedicated support staff.
SANEline	0300 304 70000 Everyday 16:30 – 22:30	Offer immediate crisis support if experiencing a mental health problem or supporting someone else.
Turning Point Wakefield	01924 234 860 <a href="mailto:Wakefield.talking@turning-point.co.uk">Wakefield.talking@turning-point.co.uk</a>  Visit 57 Kirkgate, Wakefield, WF1 1HX  Mon – Thurs 08:00 – 20:00 Fri 08:00 – 16:00 Sat 09:00 – 16:00 Sun 10:00 - - 16:00	Offer therapy support such as CBT, group and workshops. Employment support. Self-help books.
Victim Support (independent charity that supports victims of crime and traumatic incidents)	08081689111 Live Chat available online	Offer free, confidential, and independent support

## 2. Statement of Principles

- 2.1 Living a life that is free from harm and abuse is a fundamental right of everyone. We all need to abide by this principle and to follow it. The Academy of Live Technology is committed to preventing abuse and harm. As a higher education institution, we create a culture of safeguarding awareness amongst staff and students to ensure a zero-tolerance safeguarding policy to any abuse towards adults at risk within our community. The Care Act 2014 is the most significant legislation on care and support in England. The Care Act 2014 promotes the wellbeing of individuals and is underpinned by the principle that professionals must always recognise that each person's needs are different and respond accordingly.
- 2.2 If abuse does take place, it will be dealt with swiftly, effectively and in ways which are proportionate to the issues that have been identified. Although professionals and staff have a longstanding commitment to making sure that adults at risk or in need are kept at the centre of safeguarding processes, the Care Act ensures that it is the person, not the process, that determines how safeguarding work is taken forward by professionals and staff members.

## 3. Implementation of this Policy

- 3.1 The Academy's Safeguarding policy reflects the care, protection, and empathy we give to our students. Everyone has the right to be treated with respect and dignity, and to feel safe at work, and at home. The Academy has a moral duty to ensure that all members of its students feel safe, enjoy their time with us and know who to go to when they need support or have a concern.
- 3.2 The Academy has a responsibility to safeguard, support and promote the welfare and wellbeing of our students and will endeavour to:
- Protect students from maltreatment.
  - Promote a safe environment free from violence.
  - Prevent impairment of students' health or development.
  - Ensure that students grow in circumstances consistent with the provision of safe and effective care.
- 3.3 The Academy's approach to safeguarding aligns with the Care Act 2014's six key principles. These are:
- Empowerment
  - Prevention
  - Proportionality
  - Protection
  - Partnership
  - Accountability
- 3.4 The Academy recognises each of these principles and believes that safeguarding should always be person-centred, be individualised on a case-by-case basis and look to provide practical outcomes that should ensure that adults at risk should be allowed to make their own informed choices.
- 3.5 The below table provides a coherent understanding of these six principles in a real-world setting:

Principle	How the principle may sound in practice
<b>Empowerment</b> People are supported and encouraged to make their own decisions and with informed consent.	"I am asked what I want the outcomes to be from the safeguarding process and these directly inform what happens."

<b>Prevention</b> It is better to act before harm occurs.	“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”
<b>Proportionality</b> The least intrusive response should be identified and must be appropriate to the risk presented.	“I am sure that staff members will work in my interest, and they will only get involved as much as needed.”
<b>Protection</b> Support and representation for those in greatest need.	“I get help and support to report abuse and neglect. I get help so that I can take part in the safeguarding process to the extent to which I want.”
<b>Partnership</b> Communities have a part to play in preventing, detecting, and reporting neglect and abuse.	“I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that staff members will work together and with me to get the best result for me.”
<b>Accountability</b> Being accountable and transparent about the safeguarding practices that are used to support people.	“I understand the role of everyone involved and so do they.”

#### 4. Scope of this Policy

- 4.1 This policy applies to all staff, students, industry partners, and external visitors and is designed to help everyone understand their roles and responsibilities. It is to provide transparent guidance about what to do if someone reports, or wishes to report, a safeguarding concern. Furthermore, this policy gives details of safeguarding definitions and types of abuse.
- 4.2 Whilst this document is specifically designed to set out our policy in relation to safeguarding, Academy staff members will, where individuals do not fall within this policy but are in difficulty, point them in the direction of other services which we hope will be able to provide the help they require. Further, we recognise that adults, with capacity, have the right to make their own choices.

#### 5. Roles & Responsibilities

- 5.1 The named Designated Safeguarding Lead (DSL) is noted in the key contacts section of this policy, and in the absence of the DSL, the Deputy DSL, and other linked staff members are responsible for:
- The promotion of safeguarding awareness amongst Academy staff.
  - Maintaining the safeguarding policy and conducting an annual review to ensure accuracy and relevancy.
  - Provide awareness and recommendations of safeguarding training, including the Prevent Duty, for Academy staff members.
  - Report to the Senior Leadership Team of any ongoing concerns and reports.
  - Ensure staff members understand the Academy’s reporting procedure for safeguarding concerns.

5.2 Academy staff members are responsible for:

- Remaining vigilant and having professional curiosity for the welfare of students.
- Ensuring knowledge of identifying adults at risk from abuse is up to date through existing training provided.
- Follow the reporting procedures within this policy.
- Ensure accurate recording of any safeguarding concerns.

## 6. What is Safeguarding?

6.1 The following is taken directly from the Care and Support Statutory guidelines issued under The Care Act 2014 as the definition of safeguarding:

“Safeguarding means protecting an adult’s right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult’s wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear, or unrealistic about their personal circumstances.

Organisations should always promote the adult’s wellbeing in their safeguarding arrangements. People have complex lives and being safe is only one of the things they want for themselves. Professionals should work with the adult to establish what being safe means to them and how that can be best achieved. Professionals and other staff should not be advocating “safety” measures that do not take account of individual well-being, as defined in Section 1 of the Care Act.”

Simply, safeguarding is about protecting adults, including those within identified vulnerable groups, from abuse. Being vigilant, professionally curious, and knowledgeable in addressing safeguarding concerns can prevent the escalation of safeguarding issues.

## 7. Who Academy of Live Technology consider to be an adult at risk/vulnerable adult.

7.1 The Care Act 2014 defines potential adults at risk who may be potential subjects to safeguarding procedures and includes a person who:

- has needs for care and support, whether or not the local authority is meeting any of those needs, and
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs, is unable to protect themselves from either the risk of or the experience of, abuse or neglect.

7.2 Whilst anyone could be an adult in need for the purposes of the Care Act, certain groups of students could be more vulnerable or in need than others. These have been identified as:

- Students with learning disabilities/difficulties.
- Students with mental health issues.
- Students who are experiencing domestic violence.
- Students who are having issues with substance/alcohol misuse.
- Students who are experiencing bullying.

## 8. What is Abuse and Neglect?

8.1 The list below is not exhaustive of the different types of behaviour which could constitute abuse/and or neglect. The following behaviours can be identified as abuse:

- **Discriminatory abuse** is the unequal or unfair treatment based on a person's protected characteristic. These include race, sexuality, age, religion, gender/gender reassignment, disability, pregnancy/maternity or marital/civil partnership status.
- **Physical abuse** can include hitting, slapping, pushing, kicking, inappropriate restraint or sanction, or any other form of physical harm.
- **Neglect and acts of omission** are a continual or severe failure to meet the needs of a human's basic needs, which can include ignoring medical and or physical care needs, and failure to provide access to appropriate health, social care and educational services.
- **Self-neglect** covers a wide range of behaviour that constitutes neglect of one's own personal hygiene, health or surroundings such as a refusal or inability to cater for basic needs such as clean clothing or personal cleanliness, avoiding seeking medical assistance for medical issues, not attending to living conditions and hoarding items/animals.
- **Institutional abuse** includes the practice of an abusive regime or culture, which destroys dignity and respect to which everyone is entitled to. It is the mistreatment of people brought about by poor or inadequate care, support and poor practice that affects the whole setting. This can occur when an individual's wishes and needs are sacrificed for the smooth running of a service or organisation.
- **Financial abuse** relates to the unauthorised and improper use of funds, money or resources belonging to the individual.
- **Emotional/psychological abuse** includes emotional abuse, threats of harm or abandonment, deprivation of contact, harassment, isolation and or withdrawal of services of supportive networks.
- **Sexual abuse** includes rape, sexual assault, or a vulnerable person taking part or being coerced into taking part in or watching sexual activity. It is not necessary for the vulnerable person to be aware that the activity is sexual, and the apparent consent of the vulnerable person is irrelevant.
- **Modern slavery** is where a person or group is exploited for personal or commercial gain whether by force, coerced or tricked where their freedom is compromised. This includes but is not limited to human trafficking, forced labour and debt bondage.

8.2 It is important to note that abuse can take place by anybody and in any location whether that be on campus or at associated student-letting properties/in the community. It is important to remember that abuse and neglect may not always be malicious or intended as abuse or neglect. It can occur where, for example, a carer simply cannot properly care for an adult in need for whatever reason. However, although it may not be malicious, it still requires a safeguarding referral.

## 9. Information Sharing

9.1 When sharing information, the Academy acts at all times within all legislative, common law and other related provisions concerning information processing and sharing including, but not limited to, the Data Protection Act 2018 and General Data Protection Regulations. The Academy follows the Caldicott Principles as a guide to good practice when determining the sharing of information in connection with safeguarding concerns.

9.2 These principles are as follows:

- **Principle 1** - Justify the purpose(s) for using confidential information.
- **Principle 2** - Don't use personal confidential data unless it is absolutely necessary.
- **Principle 3** - Use the minimum necessary personal confidential data.
- **Principle 4** - Access to personal confidential data should be on a strict need-to-know basis.

- **Principle 5** - Everyone with access to personal confidential data should be aware of their responsibilities.
- **Principle 6** - Comply with the law.
- **Principle 7** - The duty to share information can be as important as the duty to protect a person's confidentiality.

9.3 The Academy recognises that safeguarding vulnerable adults raises significant issues in relation to information sharing, especially when trying to balance an adult's right to free choice, including the choice about sharing of information, with the responsibility to keep people safe.

9.4 The Academy recognises that where:

- there is a real risk of serious harm
- there is a risk of harm to the wellbeing and safety of the adult or others
- other adults or children could be at risk from the person causing harm
- it is necessary to prevent crime or if a crime may have been committed; or
- the person lacks the capacity to consent,

the safety of the adult must be considered to be paramount, and a report should be made for an emergency by calling 999, and if considered to be a non-emergency 101 to the police/relevant emergency service dependent on the scenario. The Academy recognises that the Wakefield and District Safeguarding Adults Board which includes statutory members of Wakefield Council, West Yorkshire Police and Wakefield District Health & Care Partnership and its responsible local safeguarding team (MASH) are trained to deal with such disclosures.

## 10. Reporting Procedure

10.1 Where a staff member or reporting individual reports a concern, the Academy's reporting procedure must be followed. In the first instance, you must record your concern or the allegation that has been made, and then ensure that this is passed to the Designated Safeguarding Lead or other relevant staff member noted in the Key Contacts section 1. Further information on how to respond to an allegation can be found below in Appendix A.

1. Firstly, record your concern or the allegation that has been made using the Safeguarding Concern Record form found on the Academy of Live Technology Staff Teams Channel. Please refer to Appendix A to C for guidance on 'Good Practice in Responding to Concerns' and 'Good Practice in Recording Concerns & Preserving Evidence'. When completing the form, please seek advice and guidance from the Designated Safeguarding Lead or your Line Manager.
2. Ensure that the completed Safeguarding Concern Report is passed to the Designated Safeguarding Lead (DSL) for review and action. Following the submission of a report, the DSL may consult with you on any additional information required.
3. Following review and any consultation required with the staff member(s) and/or reporting individual, the DSL will decide on the next appropriate action to protect and safeguard the adult at risk. This is dependent on the immediacy of the concern raised and factual information provided. This could include, dependent on the scenario, but is not exhaustive:
  - A referral being made to the lead agency in adult safeguarding for Wakefield, Social Care Direct (see Key Contact Details section for information details).
  - A referral to DBS. This will be in conjunction with the Head of Institution being notified.
  - Refer potential cases to the Police if a crime may/and or has been committed.
  - No referral required but signposting to relevant external wellbeing organisations and internal support services.



At each stage of the reporting process, the DSL and/or any staff members involved should keep the adult concerned involved of any action taken and the reasons why it was taken.

## 10.2 What happens when you make a referral?

Urgent action will be taken to safeguard anyone at risk of immediate harm if any of the following concerns are apparent:

- Active abuse is witnessed.
- Active disclosure is made by an adult or third party; or
- There is suspicion or fear that something is not right or there is evidence of possible abuse or neglect.

Local Authorities make enquiries or require others to do so on their behalf if they reasonably, suspect an adult meets the following criteria:

- they have needs for care and support (whether or not the Local Authority is meeting any of these needs);
- they are experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of or the experience of, abuse or neglect.

From these enquiries, one of the following outcomes will take place:

1. **Threshold met** - Where the referral is considered to fall into this category, the Local Authority will take steps to actively safeguard the individual. The concern will be logged on the Local Authority's database as a safeguarding concern and actions will be taken. This is often done together with other agencies and partners. The Academy may be asked to assist with the assessment or support the individual as part of the safeguarding response.
2. **Not meeting threshold** - If this is the case and the Academy disagrees with the decision, the Academy can escalate the matter to the Academy of Live Technology Council. Should the ultimate decision of the Local Authority be that the matter is not one that requires a statutory agency response, you should ensure that you take appropriate action to help the individual. Where this is the case, staff must ensure that any actions are agreed upon by DSL and the Senior Leadership Team and records kept accordingly.

## 11. Record Keeping and Information Storage

11.1 When raising a safeguarding concern, all completed Safeguarding Concern Reports will be stored confidentially with password protection. Access to reporting information will be at the discretion of the DSL and granted only to those involved with the concern recorded.

The following will be adhered to in regard to record keeping of reports made by staff members and/or the DSL:

- All records should be accurate, based on fact and not opinion. Showing a clear reasoning for when a decision has been made and rationale for the decision making taken place.
- All records will be destroyed in line with records management policy and shredded if printed.
- No copies should be retained on staff e-mail, cloud systems or hard drives on any device.

The following questions will be answered by the Academy when determining what information should be recorded, stored, and shared:

- What information do staff need to know in order to provide a high-quality response to the adult concerned?

- What information do staff need to know in order to keep adults safe under the Academy's duty to protect people from harm?
- What information is not necessary?
- What is the basis for any decision to share, or not share, information with a third party?

## 12. Training

11.1 All Academy staff members undertake ACCESS training courses to have a basic understanding of safeguarding and should be refreshed once every 2 years. The training courses include both Adult & Children training packages due to having children under the age of 18 attend on campus as part of outreach and recruitment activities. The training modules include:

- Safeguarding Adults at Risk Level One (Refresher Course available as a top up)
- Safeguarding Children Level One (Refresher Course available as a top up)
- Safeguarding Children and Vulnerable Adults

Staff training requirements are reviewed annually, at minimum, when safeguarding policies and procedures are reviewed.

## 13. Appendices

### 12.1 Appendix A: Good Practice in Responding to Safeguarding Concerns

If somebody discloses to you that they are, or have been, suffering from abuse or neglect, you must respond in the following way:

- Try to find somewhere quiet to talk but remember that a safe place will be different for each individual.
- Remain calm at all times.
- Listen carefully and don't show signs that you might be upset or shocked by what you are hearing.
- Explain to the adult that you can't keep things secret, and you have responsibilities to tell your Designated Safeguarding Lead or Line Manager.
- Explain that you will keep them informed, as much as possible, in what happens next.
- Record the information.
- Keep the information in a safe and secure place.
- Report the matter to your Designated Safeguarding Lead or manager and to the Local Authority or Police if appropriate.

### 12.2 Appendix B: Good Practice in Recording to Safeguarding Concerns

As soon as possible on the same day you must make a written record of what you have seen, been told or have concerns about. Try to make sure anyone else who saw or heard anything relating to the concern also makes a written report. The written report will need to include:

- the date and time when the disclosure was made, or when you were told about or witnessed the incident(s).
- who was involved, any other witnesses, including service-users, and other staff.
- the relationship between the alleged perpetrator and alleged victim.
- exactly what happened or what you were told, in the person's own words, keeping it factual and not interpreting.
- what you saw or were told. Always record the exact words by the person disclosing and do not be tempted to put the disclosure into your own words.
- the views and wishes of the adult.
- any issues with capacity.
- the appearance and behaviour of the adult and/or the person making the disclosure.
- any injuries observed.

- any actions or decisions taken at this point.
- any other relevant information, such as previous incidents that have caused you concern.

Remember to:

- Include as much detail as possible.
- Make sure the written report is legible, written or printed in black ink, and is of a quality that can be photocopied.
- Ensure you have printed your name on the report and that it is signed and dated.
- Keep the report factual as far as possible. However, if it contains your opinion or an assessment, it should be clearly stated as such and be backed up by factual evidence. Information from another person should be clearly attributed to them.
- Keep the report(s) confidential, storing them in a safe and secure place.

If you need to amend your report, do not delete anything but make sure that the changes are clear. Explain in a separate document why you needed to make amendments or additions.

### 12.3 Appendix C: Preserving Evidence

In cases where there may be physical evidence of crimes, for example physical or sexual assault, you must contact the police immediately. Ask their advice about what to do to preserve evidence.

As a guide:

- Where possible, leave things as and where they are. If anything has to be handled, keep this to an absolute minimum.
- Do not clean up. Do not touch anything you do not have to. Do not throw anything away which could be evidence.
- Do not wash anything or in any way remove fibres, blood etc.
- Preserve the clothing and footwear of the victim.
- Preserve anything used to comfort or warm the victim, like a blanket.
- Note in writing the state of the clothing of both the victim and person alleged to have caused the harm. Note injuries in writing. As soon as possible, make full written notes on the conditions and attitudes of the people involved in the incident.
- Take steps to secure the room or area where the incident took place. Do not allow anyone to enter until the police arrive.

In addition, in cases of sexual assault:

- Preserve bedding and clothing where appropriate, do not wash them.
- Try not to have any personal or physical contact with either the victim or the person alleged to have caused the harm. Offer reassurance and comfort as needed but be aware that anyone touching the victim or source of risk can contaminate evidence.

### 12.4 Appendix D: Legislative Framework

Care Act 2014

The rules and guidelines on all aspects of safeguarding. This includes all organisations following the six principles as outlined within this document.

#### Protection of Freedoms Act 2012

This Act brought together the agencies which now undertake Disclosure and Barring Service (DBS) checks and issue certificates.

#### Equality Act 2010

The principles of the Equality Act 2010 underpin this policy, protecting people from discrimination, harassment, and victimisation.

#### Safeguarding Vulnerable Groups Act 2006

The purpose of this Act is to prevent harm occurring to adults at risk by preventing those who may cause harm from being employed or volunteering in roles where they are in contact with them. This act introduced the Disclosure and Barring Service (DBS) IN 2012. The DBS undertakes basic, standard and enhanced checks in order to ensure that people who work with adults at risk are safe to do so. Basic DBS Checks can be obtained from the gov.uk website and Enhanced Checks can be obtained directly from DBS Check Online.

#### The Public Interest Disclosure Act 1998 (PIDA)

This created a framework for whistleblowing across the private, public, and voluntary sectors. The Act provides almost every individual in the workplace with protection from victimisation when they raise genuine concerns about malpractice in accordance with the Act's provisions. All organisations must have a Whistleblowing Policy in place.

#### Human Rights Act 1998

This gives legal effect in the UK to the fundamental rights and freedoms contained in the European Convention on Human Rights (ECHR). The Act applies to all public authorities, such as central government departments, local authorities and NHS Trusts, and other bodies performing public functions, such as private companies operating prisons. These organisations must comply with the Act, and an individual's human rights, when providing a service or making decisions that have a decisive impact upon an individual's rights. The Human Rights Act covers everyone in the United Kingdom, regardless of citizenship or immigration status. Anyone who is in the UK for any reason is protected by the provisions of the Human Rights Act.

#### Caldicott Principles

These principles apply to the use of confidential information within health and social care organisations and when such information is shared with other organisations and between individuals, both for individual care and for other purposes.

#### Data Protection Act 2018

The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR). The Act controls how your personal information is used by organisations, businesses or the government.