Safeguarding Policy, Procedure and Guidance

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similar activity the most appropriate policies for students to follow will in most instances be the procedures within the organisation concerned.

2 The Legal Context

2.1 Higher Education institutions are not specifically named in either the Children Act or in the Care Act as having a duty to safeguard and protect children or adults. Further Education colleges do have a statutory duty to safeguard and protect young people in their care, and this applies to FE courses within DMU.

2.2 Universities do however have a general duty of care under common law to take such steps as are reasonable to ensure that children, young people and adults who may be at risk are safe and that reasonably foreseeable harm does not occur as a result of careless acts or omissions of the institution, and adopting a robust approach to safeguarding is increasingly a societal expectation of public institutions.

3 Underpinning Principles

3.1 Reflect the law and the good practice principles within statutory guidance which addresses safeguarding.

3.2 The policy will make clear links with local multiagency policy and procedures as well as associated DMU policies.

3.3 Ensuring that approaches to safeguarding at DMU are congruent with those adopted by statutory agencies.

3.4 Identifying people within the DMU management structure who hold safeguarding responsibilities and set out their roles and responsibilities.

3.5 Require staff to undertake the DMU eLearning course Safeguarding Essentials, details of which can be found here: www.dmu.ac.uk/safeguarding

3.6 Provide good quality advice and information about support and services to help protect adults and children from abuse and harm, or respond to identified needs. This includes specialist safeguarding responses, general support and targeted support that will help reduce vulnerability and safeguarding incidents.

3.7 Identifying a senior Executive Board level lead to take leadership responsibility, and chair a safeguarding committee to oversee the organisation's safeguarding arrangements (Appendix 2).

3.8 Promote a culture of listening to children and adults and taking account of their wishes and feelings.

4 Definition of Safeguarding

4.1 Safeguarding relates to protecting children and adults who may be vulnerable from all forms of abuse or exploitation.

4.2 There is no exhaustive list of what may constitute abuse or exploitation but it includes physical, emotional, sexual, financial, neglect, online abuse, domestic abuse, human trafficking, and discriminatory abuse.

4.3 Safeguarding also relates to broader preventative responsibilities that are wide-ranging concerning the welfare and well-being of children and enabling people to reach their full potential as well as to stay safe and healthy.

5 Safeguarding Children

5.1 Safeguarding duties in respect of children apply to anyone who has not yet reached their 18th birthday. The fact that the child is living independently, or is in further or higher education does not change their entitlement to protection.

5.2 However, there is still an obligation to act on safeguarding concerns relating to children whether or not this is the child's preferred course of action.

5.3 On occasions information will be received relating to children from an adult who does not want action to be taken. In safeguarding children, the child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should always be put first.

6 Safeguarding Adults

6.1 Safeguarding duties apply to adults who are, or may be, in need of community services due to age, illness or a mental or physical disability. Who is, or may be, unable to take care of himself/herself, or unable to protect himself/herself against significant harm or exploitation.

6.2 Adults must be assumed to have capacity to make their own decisions and be given all practicable help before anyone treats them as not being able to make their own decisions, even in situations where their actions may seem unwise.

6.3 Where an adult is found to lack capacity to make a decision then any action taken, or any decision made for, or on their behalf, must be made in their best interests.

6.4 It is possible that an adult may not want any action to be taken. If an adult has the mental capacity to make informed decisions about their safety, and they do not want any action to be taken, it is still good practice to share the information you have with a safeguarding coordinator.

7 Situations which trigger safeguarding concerns

7.1 Witnessing something which constitutes harm or neglect.

7.2 Abuse or neglect has been disclosed to you. In some cases, a disclosure may relate to something that happened a long time ago (often referred to as historic abuse) but that is still significant and important for the individual to deal with.

7.3 Where disclosures relate to historic abuse it is important to be aware that the abuser could still be in a position to abuse children or adults who are vulnerable in the present, and action still needs to be taken.

7.4 You may have a suspicion that abuse or neglect is occurring It is important to be vigilant and sensitive to warning signs of abuse

8 Early Warning Signs of Possible Abuse or Neglect

8.1 There is no exhaustive list of what may indicate abuse and further information about the warning signs of abuse can be found in the DMU eLearning pack Safeguarding Essentials.

8.2 Emotional abuse could be indicated by unusual behaviour, developmental delay, lack of self-esteem, unprecedented violent outbursts.

8.3 Neglect may be indicated by constant hunger, weight loss, constant fatigue, inappropriate or uncharacteristic dress/clothing; isolated /unable to socialise.

8.4 Physical abuse may be indicated by unexplained bruising, scalds, broken bones etc, fear of parents/carers/others, flinching when approached, or concealing injuries.

8.5 Sexual abuse may be indicated by sexually transmitted infections, fear of being left alone with perpetrator, sexual knowledge far beyond developmental level or inappropriate sexualised/risky behaviour.

8.6 Financial abuse may be indicated by difficulty in purchasing everyday items, lack of essential resources, regularly borrowing money, or old/inadequate clothing.

9 Recognising Emergency Situations

9.1 If there are reasonable grounds for believing that an individual is at immediate risk consideration should be given to contacting the police by phoning 999, and emergency medical services if appropriate.

9.2 Asafeguarding coordinator should be informed of the situation as soon as practicable after such urgent action is taken.

9.3 Deciding whether a situation is an emergency or urgent situation is always in practice a matter of judgement according to the circumstances of the situation, but someone who is expressing concerns about their immediate safety, is afraid to go home, appears desperate to seek help, has any physical injuries or there is evidence of immediate suicidal intent, would warrant consideration of contacting emergency services.

10 Non-Emergency Situations

10.1 When concerns first come to light your role is to listen and to gather and record information. At this stage you should not unilaterally decide if

12.3 Once it has been determined that there is a safeguarding concern or reasonable grounds to believe there may be the person who identified the concern or the safeguarding coordinator must refer the matter to social services or the police, which work in the areas that the person lives **on the same day.**

12.4 If there is any doubt whether an issue meets the thresholds set out in this policy then a referral will be made.

12.5 The safeguarding coordinator will ensure the safeguarding operational lead is kept informed of the situation, and seek advice and guidance where required.

14.4 Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

14.5 Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

14.6 Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

14.7 Information which is shared should be necessary for the purposes you are sharing it, and is only shared with those people know need to have it. This is relevant to information shared within DMU as well as with external agencies.

14.8 Ensure any information share is accurate and up-to-date, is shared in a timely fashion and is shared securely.

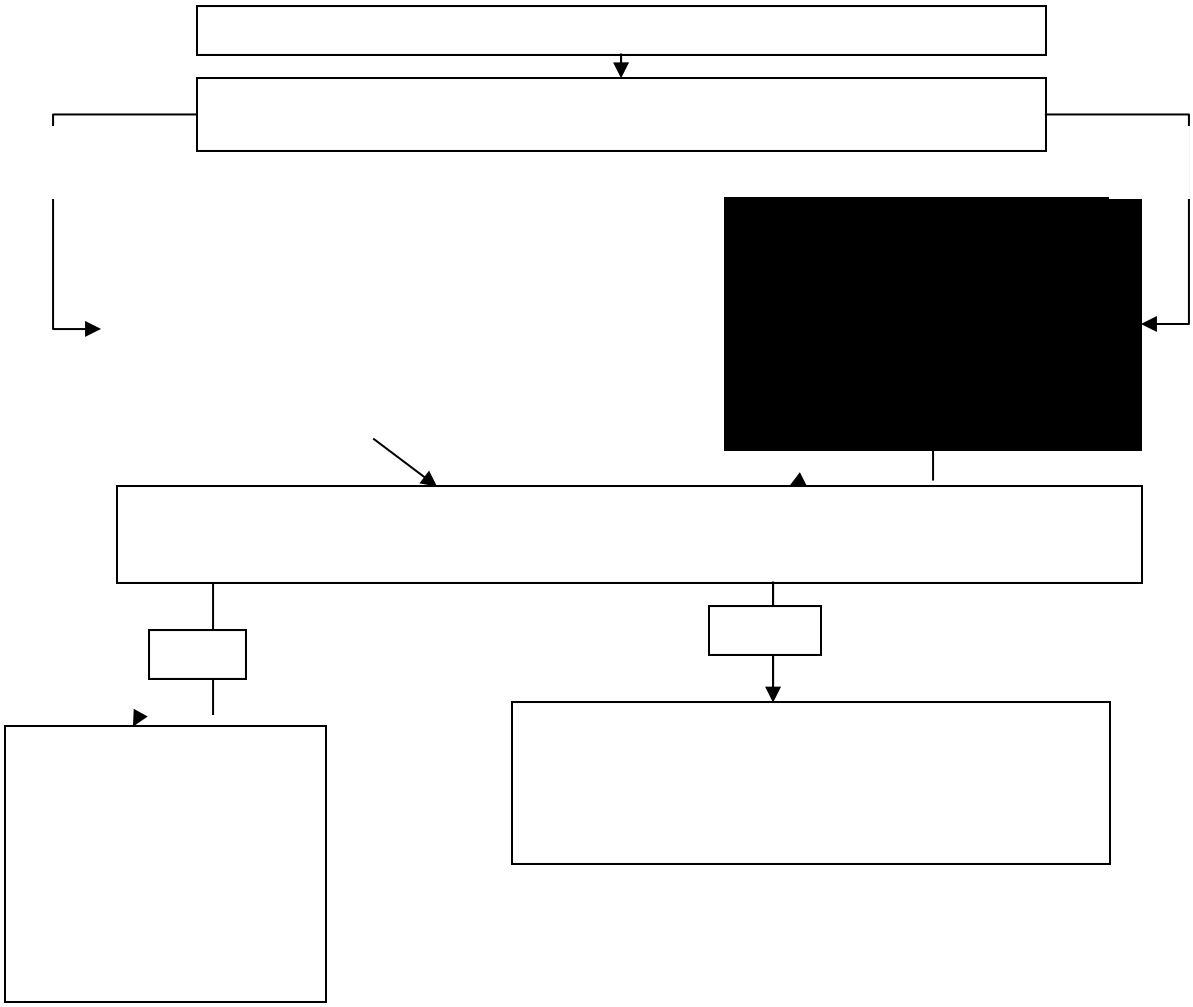
14.9 Keep a record of your decision around whether or not to share information, what you have shared, with whom and for what purpose.

15 Important Considerations

15.1 Securing evidence (where you have any), to support any action by the police is vital. This includes any records as well as physical

15.7 The person responsible for making a decision not to refer should document clearly how this decision was reached, who was consulted in making this decision, and what

APPENDIX 1 Flow Chart for Raising, Recording and Investigating Concerns.



Appendix 2: De Montfort University Safeguarding Roles and responsibilities

Responsible Officer for Safeguarding

Title Responsibility: Accountable for Safeguarding arrangements at DMU.

Role Descriptor: Providing Leadership for Safeguarding provision. To ensure there is appropriate safeguarding arrangements in place to meet statutory requirements for the organisation.

Key Tasks:
Chair the DMU Safeguarding Board
Ensure adequate resources for effective provision
Report Safeguarding intelligence for EB
Liaise with OfstedL515.775 -1.1t

with Safeguarding issues.

Safeguarding Co-ordinators

Title Responsibility:	To provide consistent safeguarding advice and support to DMU staff (and students where applicable).
Role Descriptor:	To provide a visible point of reference in allocated areas to support staff to manage safeguarding issues they may encounter. Being role models to maintain an appropriate safeguarding culture across the organisation. Ensuring information and advice is accurate and reflecting current best practice.
Key Tasks:	Attend and contribute to DMU Safeguarding Board. Work directly with staff and students where safeguarding issues are presented, liaising with Safeguarding Officer when required. Complete or support staff to complete safeguarding referrals and ensure sent to centralised location. Attend training events to ensure practi[illegible] Dev. Ltd. Comng e

Appendix 3 – Local Safeguarding Organisations Contact Details

Referrals in general will need to be made to a safeguarding organisation for the area in which the alleged victim or potential victim lives.

Local Contact details currently are:

Leicester City Council –

All safeguarding concerns for adults and children can be referred via the Leicester City Council **Single Point of Contact Phone 0116 454 1004**

Out of hours the number is 0116 255 1606

Leicestershire County Council -

For Adult Social Care, Customer Services is the first point of contact for most enquiries. **Phone 0116 305 0004**, Fax 0116 305 0010, email Adults and Communities,

For Children's Social Care, the First Response Children's Duty is the first point of contact for most enquiries. **Phone: 0116 305 0005**, fax: 0116 305 0011 or email: childrensduty@leics.gov.uk

If a crime has been committed and the person is in immediate danger, call 999 and ask for the Police / an ambulance. If the person is not in immediate danger call the Police on 0116 222 2222.