



Adult Safeguarding Policy

Barbara Priestman Academy

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Responsible Officer	Ascent Academies' Trust Safeguarding Lead

INDEX	Section
Description of Barbara Priestman Academy	1
Principles of Barbara Priestman Academy	2
What does Barbara Priestman Academy believe in?	3
Purpose and Aim of Individual Agency Guidance	4
Sunderland Safeguarding Adults procedural framework	5
Roles & Responsibilities	6
Explanation of Safeguarding for staff & Volunteers	7
What do staff and volunteers need to know?	8
How do I Raise an Alert?	9
What do I need to Consider?	10
The Responsible Person	11
The Trust Safeguarding Lead	12
What happens after the SAC?	13
What happens after the safeguarding meeting?	14
Why should I use this Guidance?	15
Safeguarding Children	16
Table of Changes	Annex A

1. Description of Barbara Priestman Academy

Barbara Priestman is a designated provision for students aged 11-19 years with ASD (Autistic Spectrum Disorder) and/or complex learning difficulties. All students attending Barbara Priestman Academy on a full time basis have an Education Health Care Plan. The majority of students travel to and from the Academy on transport provided by the Local Authority. We have a small number of students accessing our provision on a part-time basis from mainstream schools. We offer placements to students from neighbouring authorities. Barbara Priestman Academy is part of Ascent Multi-Academy Trust which is a partnership between four special schools: two in Sunderland and two in neighbouring Authorities.

2. Principles of Barbara Priestman Academy

2.1 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 (2014).

2.2 Barbara Priestman Academy believes that Six Key Principles (Care Act 2014) underpin all adult safeguarding work:

- **Empowerment** – People being supported and encouraged to make their own decisions and informed consent. *"I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."*
- **Prevention** – It is better to take action 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."*
- **Proportionality** – The least intrusive response appropriate to the risk presented. *"I am sure that the professionals will work in my interest, as I see them and they will only get involved as much as needed"*
- **Protection** – Support and representation for those in greatest need. *"I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."*
- **Partnership** – Local solutions through services working with their communities. 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 professionals will work together and with me to get the best result for me."*
- **Accountability** – Accountability and transparency in delivering safeguarding. *"I understand the role of everyone involved in my life and so do they"*

3.0 What does Barbara Priestman Academy believe in?

3.1 Barbara Priestman believes that:

All individuals, whether living in, being cared for at/by, working at or visiting this Academy will be treated with respect for their individuality, human rights and dignity.

All individuals should conduct themselves in such a way that they do not cause offence to any other person.

Any abuse of power or privilege whether by staff, visitors or people using the Academy should be dealt with promptly.

4.0 Purpose and Aim of Individual Agency Guidance

- 4.1 Barbara Priestman Academy safeguarding policy aims to provide clear direction regarding how we will respond to safeguarding concerns, whether they relate to adults or children.
- 4.2 The aim of this guidance is to ensure that everyone within Barbara Priestman Academy knows how they can take action to protect people from harm. It applies to all members of staff and volunteers.
- 4.3 This remainder of the Individual Agency Guidance will contain two Parts.

Part One intends to make sure that everyone working in Barbara Priestman Academy adheres to the Sunderland Safeguarding Adults Multi-Agency procedural framework.

Part Two intends to make sure that everyone working in Barbara Priestman Academy is aware of their duties with regards to children under Section 11 of the Children Act, 2004.

5.0 Sunderland Safeguarding Adults procedural framework

Sunderland Safeguarding Adults procedural framework is available online at www.sunderlandsab.org.uk

For people unable to access the procedures online information relating to the Sunderland Safeguarding Adults procedural framework will be provided by contacting Rebecca Blyth, Designated Safeguarding Lead and Responsible Person. This ensures that in Barbara Priestman Academy, up to date information is accessed. Printed copies of the procedural framework are only considered current on the day they are printed as they will not reflect any amends, changes or updates since the date of printing.

6.0 Roles & Responsibilities within Barbara Priestman Academy:

6.1 Alerter

An Alert is identified as an expression of concern, suspicion or allegation that an individual is at risk of or experiencing harm, abuse or neglect. An Alerter is the person who raises the concern so anyone within Barbara Priestman Academy can be an Alerter.

The responsibility of the Alerter is to pass their concern or suspicion over to the Responsible Person within Barbara Priestman Academy as soon as possible.

6.2 Responsible Person

The person who receives the concern from the Alerter is called the Responsible Person.

It is the role of the Responsible Person to receive and review the information provided, and any action taken by the Alerter. Based on information gathered, the Responsible Person will determine whether abuse and/or neglect can or cannot be ruled out and whether or not a Safeguarding Adults Concern (SAC) should be made under the Safeguarding Adults Procedures. Where a SAC is raised then the Safeguarding Adults – Threshold Risk Assessment should be applied..

The Responsible Person completes the SAC from which is then forwarded via encrypted email to safeguarding.adults@sunderland.gov.uk .

The Designated Organisation Lead is available for consultation should this be required.

The Responsible Person ensures appropriate safeguarding measures are in place and formulates a Safeguarding Plan. The Responsible Person will also support people and contribute to any safeguarding meetings held on behalf of Barbara Priestman Academy.

The Responsible Person is at an appropriate level of seniority and responsibility within the Academy to ensure that they can make relevant decisions and take appropriate action(s) as necessary within the safeguarding process including taking forward actions agreed at safeguarding meetings.

The Responsible Persons for Barbara Priestman Academy are as follows:

Name:	Rebecca Blyth
Position:	Designated Safeguarding Lead
Contact Details:	Barbara Priestman Academy Meadowside Sunderland SR2 7QN

Tel:	0333 9991453
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Name:	Natalie Preece
Position:	Designated Safeguarding Deputy

6.3 Safeguarding Lead

The Safeguarding Lead acts as a source of information and support for staff and volunteers within Barbara Priestman Academy, particularly in relation to how the safeguarding process operates within the Ascent Academy Trust. This person should be someone who can be contacted when staff or volunteers have queries or need advice or information about how the safeguarding process works within their agency. They have particular expertise and knowledge in the safeguarding process and also provide Supervision to the Responsible Person.

The Designated Organisation Lead is at an appropriate level of seniority and responsibility within Ascent Academies' Trust to ensure the Responsible Person is supported to carry out the responsibility expected of them in accordance with the safeguarding process.

The **Safeguarding Lead** for Barbara Priestman Academy is as follows:

Name: **Sharon Common**
Position: Ascent Academies' Trust Safeguarding Lead
Contact Details: Portland Academy
Weymouth Road
Sunderland

Tel: 0333 999 1455

7.0 Explanation for staff & volunteers about what safeguarding means?

7.1 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 (Care Act 2014).

7.2 Who is eligible for support under Safeguarding Adults Procedures?

- 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.

7.3 Types of Abuse

The main forms of abuse as defined by the Care Act (2014) set out below (any or all of these types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance):

Exploitation, in particular, is a common theme in the following list of the types of abuse and neglect.

- Physical abuse – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.
- Domestic violence – including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence.
- Sexual abuse – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent

exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

- Sexual Exploitation – involves exploitative situations and relationships where people receive ‘something’ (e.g. accommodation, alcohol, affection, money) as a result of them performing or others performing on them, sexual activities.
- Upskirting - is a term used to describe the act of taking a sexually intrusive photograph up someone's skirt without their permission or their knowledge. This act is carried out with the intention to obtain sexual gratification, or to cause the victim humiliation, distress or alarm
- PREVENT – (Extremism/Radicalisation)
Extremism: vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also includes calls for death of members of the armed forces. (Revised Prevent Duty Guidance for England and Wales; originally issues on 12/03/15 and revised 16/07/15, paragraph 7).
Radicalisation: the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (Revised Prevent Duty Guidance for England and Wales; issued on 12/03/15 and revised 16/07/15, definition).
- Psychological abuse – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.
- Financial or material abuse – including theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- Modern slavery – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
- Discriminatory abuse – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
- Organisational abuse – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one’s own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.
- Neglect and acts of omission – including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating
- Self-neglect – this covers a wide range of behaviour neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding.
- Serious Violent Crime – such as Gang/Youth Violence and criminal exploitation of children and vulnerable adults (i.e. county lines). All staff need to ensure they

know the indications that may signal that children are at risk from, or are involved with, serious violent crime.

Incidents of abuse may be one-off or multiple, and affect one person or more. Professionals and others should look beyond single incidents or individuals to identify patterns of harm, just as the Care Quality Commission, as the regulator of service quality, does when it looks at the quality of care in health and care services. Repeated instances of poor care may be an indication of more serious problems and of what we now describe as organisational abuse. In order to see these patterns it is important that information is recorded and appropriately shared.

8.0 What do staff and volunteers need to know

You need to know that Barbara Priestman Academy will deal with any suspicion or allegations of abuse in line with Sunderland Safeguarding Adults' Multi-Agency Procedural Frameworks. This will involve sharing information with other people to come to a decision about the best way to deal with the suspicion or allegation.

In some situations this may need to happen very quickly. If the allegation made suggests that a criminal offence has been committed the police must be notified immediately. Their involvement and advice will be crucial at this stage. Any alert about a possible abusive situation may also give rise to disciplinary action; again depending on the circumstances this may be immediate. So for example, if a member of staff is observed hitting a student, disciplinary action may be immediate to ensure students are safeguarded while the investigation takes place.

If you bring forward any information about a suspicion or allegation of abuse, this information will be recorded and shared with other agencies through the safeguarding process. You may be asked further questions about the information you have provided and/or asked to make a formal statement about this. If you feel you cannot speak to anyone in the Academy about what you have seen or heard but want further advice about what to do, you can contact 0191 5205552 and request to speak to a Safeguarding Officer.

You need to know that by sharing information in this way, you are helping Barbara Priestman Academy to fulfil their duty of care. Although it is not always easy sharing information that is sensitive or that you may be unsure about, you will be showing you are taking your responsibility seriously. The safeguarding process could well result in a safer environment for not only one individual but possibly many people.

9.0 What do I need to do should I wish to raise an Alert?

When you see or hear anything that raises for you a suspicion of harm, abuse or neglect, you must act as an Alerter and bring this to the attention of the Responsible Person within the Academy.

The Responsible Person in Barbara Priestman Academy is **Rebecca Blyth**.

They will listen to what you have to say and review the situation including any safeguarding measures and any need for a Safeguarding Plan to be put in place. They will be responsible for completing a (SAC) Form and identifying the level of harm using the Safeguarding Adults – Threshold Risk Assessment as a guide to

inform decision making. This will ensure that incidents are taken forward within the framework set out in the procedures.

If your concerns are about the person named as the Responsible Person, you should take this directly to the Safeguarding Lead who is **Sharon Common** or The Head of Academy, Rachel Hargreaves on 0333 999 1453. The Safeguarding Adults Team at Sunderland City Council can also advise and assist on 0191 5205552.

10. What do I need to consider at the time?

If you observe or hear anything that suggests an abusive situation might have occurred you need to pass this onto a Responsible Person/Safeguarding Lead. As an Alerter listening to information about an allegation or suspicion of abuse you need to:

- Stay calm.
- Listen Patiently.
- Reassure the person that they are doing the right thing in telling you.
- Explain what will happen next.
- Let them know you will have to share the information and let them know someone else may wish to talk to them about it. Treat the information that you have received seriously and share information with the Responsible Person.

Whatever you feel when you hear a suspicion or allegation you must not:

- Appear shocked, disgusted or angry.
- Press the person for details; it is not your responsibility to conduct an investigation.
- Make comments or judgements other than to show sympathy and concern.
- Promise to keep it secret, as you have a duty to pass on information.
- Give the individual assurances that this type of incident will never happen again as such guarantees cannot be upheld.
- Contaminate evidence where an allegation of sexual assault has been made.
- Help anyone to bathe, wash, clothe or rearrange a room where an assault is alleged to have taken place.

When you are, as an Alerter, reporting to the Responsible Person try to give a full, factual account of the conversation and try to record as much detail as possible to assist with the investigation. Writing it all down as soon as you can helps you remember, and noting the exact words that may have been used to describe any abusive act or threats will help you describe what has happened to other people, but also help people who have to investigate the allegation.

CPOMs should be used to record your concerns. Paper concern forms are available on the safeguarding notice board in the staffroom for staff who do not have access to CPOMs.

11. The Responsible Person

The first and foremost duty of the Responsible Person is to safeguard the individual who is the alleged Adult at Risk. You need to ensure that where required appropriate safeguarding measures and a safeguarding plan is in place. You need

to decide whether in your opinion an adult at risk is experiencing, or is at risk of abuse or neglect. If so, submit a Safeguarding Adults Concern (SAC) Form using the Safeguarding Adults - Threshold Risk Assessment Guidance to inform decision making about the level of harm. This will help to differentiate between those situations which require instigation of the safeguarding procedures and those which are low level. The Safeguarding Adults Concern (SAC) Form will need to be forwarded to the Safeguarding Adults Team using any of the secure methods identified on the bottom of the form.

The process for this in Barbara Priestman Academy is:

The Responsible Person completes the SAC from which is then forwarded via encrypted email to safeguarding.adults@sunderland.gov.uk .

The Designated Organisation Lead is available for consultation should this be required.

12. The Trust Safeguarding Lead

The Trust Safeguarding Lead is someone who can act as a source of information and support for The Responsible Person, staff and volunteers in relation to how the safeguarding process operates within the Trust. This person is someone who can be contacted when staff or volunteers have queries or need advice or information. They have particular expertise and knowledge of the safeguarding process.

The Safeguarding Lead is able to support the Responsible Person in management of the concern process and ensure the Responsible Person is clear about what the process is within Barbara Priestman Academy

13. What happens after the Safeguarding Adults Concern?

As an Alerter you may be invited to any safeguarding meetings or be contacted by a Safeguarding Officer for additional information.

As the Responsible Person you have responsibility for supporting people and in contributing to any safeguarding meetings on behalf of The Academy, making decisions and taking forward any actions including investigations and monitoring.

14. What happens after the safeguarding meeting and investigation process?

Depending on individual circumstances, the outcome can be one of many different things. It may be that some changes to the way people work have to be considered. It may mean that staff are subject to disciplinary action or re-training is identified as being necessary. It may be that the suspicions remain as suspicions but cannot be proven one way or the other, or the allegations are unfounded.

In some cases where the abuse and/or neglect has been serious, Police activity might result in a criminal prosecution. Some of the outcomes might take quite a while to resolve and it maybe that you are not given full information about what has happened, as the Safeguarding Officer and those involved in the process can only tell people what is happening on a "need to know" basis. They will share what they are able to, but you need to understand that there may be some of things that they

cannot share with you. During this process everyone needs to be aware of the potential implications of an allegation for the people who are concerned with Barbara Priestman Academy.

People may feel particularly vulnerable, they may be concerned that they had not been able to prevent the abuse or may be angry with people involved. Those involved with the process and with direct links to people concerned need to work with people and respond sensitively to the wide range of feelings that may arise and any increased support needs that may need to be provided to individuals in this situation.

15. Why should I use this guidance?

It is part of the duty of care that employers, employees and volunteers are responsible for bringing to the attention of a Responsible Person any suspicions or allegations of harm, abuse or neglect.

If you do not take any action it could be implied that you were in agreement with what was happening and find yourself the subject of disciplinary action.

Barbara Priestman Academy has a Confidential Reporting Policy to encourage good practice and deter poor practice. If you do not have a copy of this policy it is available from the Ascent Academies' Trust Website.

A full copy of the Sunderland Safeguarding Adults Multi-Agency Procedural Framework is available on the website www.sunderlandsab.org.uk

16. Safeguarding Children

16.1 What does this mean?

As well as a general responsibility to safeguarding adults, there is also a specific responsibility set out in The Children Act 2004 to safeguard and promote the welfare of children. This is covered in what is known as Section II of the Act.

This informs a range of Agencies about what they must do to safeguard and promote the welfare of children.

For Local Authorities this applies to not only their own employees but also to any Agencies carrying out any work or providing any services for the Local Authority.

This means that Barbara Priestman Academy also has a responsibility to safeguard and promote the welfare of children. The Child Protection Policy is available on the Academy website.

Further information on safeguarding children is available on the Sunderland Safeguarding Children Board (SSCB) website: www.sunderlandscb.com.

The Sunderland Safeguarding Children Procedures are available at: www.proceduresonline.com/nesubregion/Sunderland_SCB/index.html

16.2 What does this mean for me?

The service provided by Barbara Priestman Academy is primarily for children and young people.

As such we will ensure:

- Staff/volunteers can access relevant information through the Safeguarding Board (main School Staffroom)
- Staff/volunteers will comply with Sunderland Safeguarding Children Procedures, alerting the Designated Safeguarding Lead (Rebecca Blyth) or deputies (Carolyn Bird, Rachel Hargreaves and Natalie Preece) of any concerns
- Staff/regular volunteers will be given regular training in Safeguarding and will have received and read a copy of 'Keeping Children Safe in Education' (2019) and 'Working Together to Safeguard Children' (2015) documents.

The Sunderland Safeguarding Children Board (SSCB) Safeguarding Children Procedures are available at:

www.proceduresonline.com/nesubregion/Sunderland_SCB/index.html

16.3 Which children are eligible for support?

Children who can be supported may include those who are:

- Requiring protection from maltreatment
- Requiring support to prevent impairment of a child's health or development
- Requiring support to ensure that the child is growing up in circumstances consistent with the provision of safe and effective care to facilitate that child having optimum life chances
- Requiring intervention to protect them from experiencing, or being likely to experience significant harm.

In relation to children the term 'Significant Harm' was introduced by the Children Act 1989 as the threshold that justifies compulsory intervention in family life in the best interests of children.

Physical abuse, sexual abuse, emotional abuse and neglect are all categories of Significant Harm.

Harm is defined as the ill treatment or impairment of health and development, as well as impairment suffered from seeing or hearing the ill treatment of another.

16.4. What will Barbara Priestman Academy do if concerns arise?

- If you are concerned about a child consider the SSCB Threshold Guidance, and use the appropriate referral forms to raise the concern. These are available on the SSCB website www.sunderlandscb.com.
- **If a child/ren is deemed to be at immediate risk the Police will be contacted immediately following which the above referrals will be processed.**

Please see the Barbara Priestman Academy 'Child Protection Policy' for further guidance and procedural information.

This policy has been written in line with Guidance from the Strategic Safeguarding Adults Team, People Services, Sunderland City Council and has been approved by the Safeguarding Adults Quality Assurance Sub Committee on behalf of SSAB. Guidance was issued in October 2017 and is due to be reviewed in October 2020 (or following legislative or Service changes).

Annex A: Table of Changes

Academic Year	Designated Safeguarding Lead and Responsible Person	Named cover	Nominated Safeguarding Trustee/s
2008-2009	A Carrick	M Henson	V Milnes
2009-2010	S Common	M Henson	V Milnes
2011-2013	S Common	S Butler	S Girdwood
2013-2015	S Butler	D Murray J Powers	G Hughes
2015-2016	R Blyth	D Murray J Powers	Val Milnes and Roy Patel
2016-2017	R Blyth	D Murray J Powers	Roy Patel
2017-2018	R Blyth	D Murray J Powers	Roy Patel
2017- 2018	R Blyth	D Murray J Anderson	Roy Patel
2018-2019	R Blyth	D Murray J Anderson	David Barker
2019-2020	R Blyth	C Bird R Hargreaves N Preece	David Barker

Review Date	Changes made	Nominated Safeguarding Trustee
July 2009	A Carrick changed to S Common following him leaving Barbara Priestman School.	V Milnes
March 2011	V Milnes changed to S Girdwood as Governor responsible for Safeguarding.	S Girdwood
September 2011	M Henson changed to S Butler following M Henson's retirement.	S Girdwood
September 2013	S Common changed to S Butler following S Common leaving BPA.	G Hughes
September 2013	S Butler changed to Denise Murray and Joanne Powers following staff changes.	G Hughes
September 2013	S Girdwood changed to G Hughes as Governor responsible for Safeguarding.	G Hughes
September 2015	R Blyth replaces Adele Pearson as the Responsible Person.	Val Milnes and Roy Patel
October 2015	Val Milnes and Roy Patel replace Gillian Hughes as Safeguarding Trustee	Val Milnes and Roy Patel

	(formerly referred to as Safeguarding Governor).	
March 2018	Reference to SERF replaced by SAC 'Designated Organisation Lead' changed to 'Trust Safeguarding Lead'.	Roy Patel
September 2019	Policy updated in light of changes to Statutory Guidance, Keeping Children Safe in Education 2019. Deputy DSLs Denise Murray and Jodie Anderson changed to Carolyn Bird, Rachel Hargreaves and Natalie Preece.	David Barker