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Safeguarding Policy

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# Safeguarding Policy Statement

Lifelong Learning and Skills (LLS) is committed to safeguard and promote the welfare of all its learners, staff and volunteers, contractors and partners. The advisory body and staff recognise that a safe and trustworthy environment combined with clear lines of communication and decisive action ensures the best outcomes for all students. LLS expects all staff, volunteers and partners, to endorse and practice this commitment at all times.

LLS provides a safe, non-threatening, inclusive environment in which all learners and staff can operate and learn where they are treated with respect and dignity, feel safe, are listened to, and where account is taken of their wishes and feelings and positive well–being is paramount. This will produce learners and staff who are confident, healthy, safe and emotionally resilient and personally fulfilled. The focus is on minimising the risk of harm to young people and adults at risk, which includes recognising peer on peer abuse, and responding to this with the same commitment as other forms of abuse. Staff will always act in the best interest of the learners when responding to welfare concerns and will maintain an attitude of “**it could happen here**” where safeguarding is concerned. [[1]](#footnote-2)

LLS has strong relationships with external agencies with the aim of managing and reducing conflict; helping different groups of people to respect and tolerate difference. We aim to promote Fundamental British Values and to give our students the opportunity to mix and learn with, from, and about those with different backgrounds.

LLS recognises that safeguarding sits within the wider Health and Safety remit and will ensure that all relevant H&S policies and procedures are followed.

Throughout this policy, reference is made to learners. This term is used to refer to all learners, but with particular reference to safeguarding duties in respect of young people under the age of 18 years and adults at risk. [[2]](#footnote-3)

**This Policy applies to:**

All learners, LLS activity, staff, guest speakers, advisory body, volunteers and partners carrying out activity on behalf of LLS or related to LLS**. LLS also values the views of employers and parents regarding Safeguarding policy.**

# Aims of the Safeguarding Policy

LLS ensures all learners are safeguarded by:

## Prevention

***To contribute to the prevention of abusive experiences in the following ways:***

* **Safeguarding is everybody’s responsibility**: all staff, advisory board, guest speakers, volunteers and learners, should play their part in keeping children, young people and vulnerable adults safe.
* Clarifying standards of behaviour for staff and learners
* Robust staff recruitment following Sheffield City Council Procedures
* Following the local arrangements outlined on the Sheffield Children Safeguarding Partnership website
* Policies and Procedures that support safeguarding and the promotion of Fundamental British Values
* Close working relationships with partners who share a common purpose with regards to safeguarding: Social Care; Police; Local Authority Safeguarding Team, schools, health services.
* Implementation of Online Safety guidance[[3]](#footnote-4)
* Implementation of Sheffield City Council’s Prevent Strategy[[4]](#footnote-5) and Prevent Action Plan.
* Implementation of Sheffield City Council’s Corporate Health, Safety and Wellbeing Policy [[5]](#footnote-6)
* Implementation of all relevant Health and Safety Policies (eg Health and Safety Act 1974[[6]](#footnote-7))
* Raising the awareness of safeguarding amongst learners through induction, learner information, and promotional materials.
* Awareness of the risk of child on child abuse, and abuse between adult and child learners and adult on adult abuse, and providing opportunities for learners to provide feedback on safeguarding in safe, single-sex groups.[[7]](#footnote-8)
* Awareness of the risk of harmful sexual behaviour, including teen partner abuse[[8]](#footnote-9)
* Risk assessments on student behaviour to be conducted where appropriate, with the necessary sharing of information to staff.
* Encouraging learners and parental / carer’s participation in practice
* In identifying all learners who are suffering or likely to suffer harm, LLS takes appropriate action to ensure that they stay safe in education, at home, and ensure that they have the best outcomes.

# Protection and Support

We will contribute to the protection of our learners in the following ways:

* Valuing, listening to, and respecting them.
* LLS will implement robust safeguarding policies and procedures, utilising a person-centred approach.
* Where a child, young person or adult at risk is suffering significant harm, immediate action will be taken.
* Staff should be able to reassure victims of abuse that they are being taken seriously and will be supported. No-one should ever be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
* Action will also be taken, to protect the welfare of learners where it is recognised that additional support is needed, even if the learner is not at immediate risk of harm[[9]](#footnote-10).
* Identify and respond to individual learners needs where possible.
* The development of skills to enable learners to keep themselves safe, through teaching and learning opportunities as part of the broad curriculum and through tutorials.
* Work in partnership with learners, parents/ carers and agencies.
* Monitor attendance (online, classroom and work experience) with triggers to initiate welfare checks on learners by staff.
* Ensure staff are aware of dynamic lockdown procedures for their work setting[[10]](#footnote-11).
* LLS will support gender questioning children (under 18 years) and young people appropriately (Appendix D).

# Responsibility for Safeguarding

The Advisory Board and LLS Leadership have responsibility for safeguarding arrangements.

* The Advisory Board will ensure that LLS complies with the law, as well as ensuring that effective policies, procedures and training are in place to safeguard the needs of learners and promote their well-being. The Advisory Board and LLS Leadership monitor the effectiveness of the policies.
* The Advisory Board receive and endorse the annual update to the Safeguarding Policy and receive regular reports.
* The designated Head of Service ensures the Safeguarding Policy and Procedures, as endorsed by the Advisory Board, are complied with, by all staff. The Advisory Board and LLS Leadership ensure the LLS works closely with the Sheffield Safeguarding Children Board and other agencies in line with statutory guidance LLS Leadership, management and staff determine how to promote the welfare of learners, so they understand and respond to risk effectively including knowing where to get support.
* All staff and volunteers actively promote a culture of mutual respect and tolerance and are vigilant for signs of abuse.
* Managers are responsible for monitoring staff health, safety and welfare at work and taking action to support staff where necessary.

# Implementation of Safeguarding Procedures

## Lifelong Learning and Skills will ensure that:

1. All new employees will be subject to Safer Recruitment processes and checks, (in line with Keeping Children Safe in Education 2024[[11]](#footnote-12) ) whether they are new staff, apprentices or learners, supply staff, contractors, and volunteers. LLS will effectively manage ongoing compliance in regards recruitment to safeguard children and vulnerable adults. Pre-employment checks can include online checks.
2. All new staff members complete mandatory Safeguarding and Prevent training through a formal induction process, in order to establish their own roles and responsibilities and to become aware of the policies and procedures as set out in this document and related documents. All staff undertake full refresher training every three years, with other specific training available through the training schedule for front line staff which is recorded and monitored through the Single Central Register.
3. Communication of any relevant changes or updates will be via regular service ‘newsletters’, including a dedicated Safeguarding Newsletter, keep staff up to date with safeguarding issues. In addition, safeguarding is including as a mandatory item on all meeting agendas.
4. All staff read, understand and are familiar with Part 1 of ***Keeping Children safe in Education***, DfE 2024.
5. Staff members are made aware of extremism and processes of radicalisation, including how to recognise concerning behaviours and ideologies considered to be extreme and the responses required in terms of the usual safeguarding reporting procedures.
6. Management and departmental meetings are held in which safeguarding is a regular agenda item, to enable an ongoing dialogue around safeguarding and related procedures, policies, and practices.
7. All staff are responsible for recognising and reporting safeguarding concerns within their day to day practice. All staff will be alert to signs and indicators of abuse for learners of all ages. Staff will use their professional judgement regarding the potential for significant harm, keeping the needs of the individual learner paramount.
8. In addition, an “open classroom” concept where learning walks are commonplace enables effective support and monitoring of safeguarding arrangements.
9. All staff working with or on behalf of LLS; including volunteers have access to information and training appropriate to their role in order to familiarise them with safeguarding issues, outline their responsibilities, and equip them with the understanding of how to report concerns in line with LLS safeguarding policy
10. External speakers will be invited in line with the relevant policy.[[12]](#footnote-13) External speakers will be invited into settings following the appropriate checks on their suitability and will be accompanied by a member of staff at all times. All presentations must be agreed in advance and abide by SCC’s equality commitments.
11. Initial Assessments and enrolment procedures undertaken prior to the learner commencing with LLS, enables any safeguarding concerns to be identified as early as possible. Where ongoing safeguarding concerns exists for school leavers transitioning to LLS provision, this is passed to the appropriate member of the Safeguarding team. Should those under the age of 18, move from LLS provision to another provider, ongoing concerns of safeguarding risk are shared using the Sheffield Transition Toolkit.[[13]](#footnote-14)
12. Child protection and safeguarding files are stored in an electronic system called CPOMS. If any information is on paper, it will be stored in locked secure filing cabinets which only staff from the safeguarding team have access to. Restrictions are in place to enable safeguarding staff only to access this information. Files record safeguarding information, including those relating to sexual harassment and violence and online sexual abuse.
13. Each setting will have up to date and accurate posters displaying the Safeguarding Officers at that site. All staff, including volunteers, learners and visitors, should display their official LLS badge in order for learners and visitors to feel safe and be able to recognise appropriate professionals that can offer support. All staff have a duty to challenge non-compliance in order that unauthorised people of site can be identified and dealt with accordingly.
14. There are procedures in place to identify and support all LLS learners; particularly vulnerable groups of young people e.g. Children in Care, Young Carers, young people subject to a Child Protection Plan and learners with Special Educational Needs and disabilities (SEND).
15. Where LLS works with children of compulsory school age we will work collaboratively with the Local Authority, in order to share any information around absences and any withdrawals from education.
16. All Safeguarding staff are appropriately trained to respond to reported safeguarding concerns, and have a working knowledge of appropriate referral pathways, for example Local Authority Social Care Teams, Multi-Agency Teams, Prevent Teams and Channel Panel.[[14]](#footnote-15)
17. ‘Acceptable Use’ policies are in place across the organisation in relation to access to ICT, whereby internet usage will be proactively monitored to detect any material promoting terrorism or posing a risk to radicalisation. Any concerns of this nature are raised via usual safeguarding reporting procedures and with reference to the SCC Prevent Policy.
18. All learners who self-declare a criminal conviction or have a positive disclosure on a DBS check, will receive a support interview to discuss the implications on their future learning. If deemed necessary, in relation to this type of disclosure or any other type of risk posed by a learner (such as information passed on by a previous educational establishment), a risk assessment will be undertaken, and information shared with staff as necessary.
19. When arranging work placements for learners, the employer is made fully aware of their duties in terms of safeguarding, with support provided by Sheffield Safeguarding Children Board (SSCB) if required. Learners are given guidance prior to their work placement, on keeping safe and how to access LLS safeguarding support if needed, whilst on placement.
20. Staff will regularly be invited to receive all relevant Health and Safety training.

# Information Sharing and Communication

## Staff

* The policy and procedures are communicated to all staff through staff induction, annual briefings, meetings and a variety of training resources.
* LLS has a nominated member of staff with strategic lead responsibility for safeguarding (Head of Service), a Deputy Safeguarding Lead (DSL) who is in charge of operational management of safeguarding arrangements and several Deputy Safeguarding Officers who deal with day-to-day reporting and direct safeguarding intervention as required (Appendix B).
* The Head of Service convenes termly safeguarding meetings with the safeguarding team, where the report on Safeguarding issues / concerns is discussed and actioned. Any new legislation and guidelines are also discussed.
* Additional risk assessment meetings are convened involving Health and Safety/Incident Management Group (IMG), Safeguarding and other relevant staff as required, if a serious safeguarding issue or concern arises.
* Staff are supported with safeguarding via regular supervision, staff training, and their viewpoints regularly sought via workplace discussions and surveys.
* LLS prospectuses and job adverts have a clear statement reflecting the importance that LLS places on safeguarding staff and learners.
* Safeguarding information, literature and awareness raising resources are shared with staff, learners and the advisory body through a variety of means across the organisation.
* Confidentiality is an issue which needs to be understood by all those working with learners, particularly in the context of Safeguarding. LLS recognises that the only purpose of confidentiality in this respect is to benefit the learner.

## Learners

* LLS is committed to listening and respecting the learner’s wishes and feelings. Learner views are gathered regularly through surveys and other information gathering processes. Single-sex focus groups will collect feedback on safeguarding policies and procedures.
* Where possible, consent will always be sought from a learner prior to sharing of information, however, there are specific occasions where information is shared without consent and appropriate guidelines are followed. [[15]](#footnote-16)
* Safeguarding awareness begins at induction and learners are given safeguarding information via promotional materials, and various resources and methods in the taught curriculum.
* Learners will be given information about how to raise a safeguarding concern, understand the risks and rules of online safety, know the health & safety implications of activities, know what to do in the event of fire or accident and know about safeguarding issues (including Prevent) relevant to the local area.
* All learners agree to a Behaviour Contract (young adults) and Learner Agreement (adults) which clearly identifies the LLS values and commitment expected of learners**: be ready, be respectful, and be safe.**

## Parents / Carers

* Parents / Carers should be aware that LLS will take any reasonable action to safeguard the welfare of its learners. In cases where LLS has reason to be concerned that a Learner is at risk of significant harm, ill treatment or neglect or other forms of harm, then staff have no alternative but to follow Safeguarding Procedures for children as outlined by Sheffield Safeguarding Children’s Board or Safeguarding Adult Guidance as outlined by Sheffield City Council.
* In general, if a learner is under 18 years of age, LLS staff will discuss concerns with parents / carers before approaching other agencies and will seek their consent before making a referral to another agency. Appropriate staff will consult with parents/ carers after consultation with the Senior Safeguarding Officer. However, there may occasions whereby LLS staff may have to contact another agency before informing parents/carers if the safeguarding team decides that contacting them may increase the risk of significant harm to the child.
* For learners over 18, LLS staff will follow the Sheffield Adult Safeguarding Partnership procedures[[16]](#footnote-17).

## Multi-Agency Professionals

* LLS work in partnership with other agencies in the best interests of the learner.
* LLS will fully co-operate with Children’s and Adults Services if they are investigating safeguarding concerns. Furthermore, LLS will ensure there is an appropriate staff member available to attend any Child Protection Conferences, Strategy Meetings, Planning and Core Meetings, as well as any support meetings.
* LLS will provide reports for such meetings as applicable and wherever possible these reports will be shared with parents/carers and young person as applicable.
* Where a leaner is subject to an inter-agency child protection plan or Multi-Agency Risk Assessment Conference (MARAC) meeting, LLS will contribute to the preparation implementation and review of the plan as appropriate.

# The Designated Safeguarding and Prevent Lead (DSPL) and Senior Safeguarding Officers (SSO) - Areas of Responsibility

*The designated safeguarding lead within LLS has lead responsibility for safeguarding and child protection, including online safety. All Deputy Safeguarding Officers are trained to the same standard as the Safeguarding Lead. Whilst the responsibilities are delegated to the Safeguarding Officers in the relevant areas of service with LLS, the ultimate lead responsibility for child protection and adult safeguarding remains with the designated safeguarding lead.*

## Manage Referrals

* Receive referrals and take appropriate actions, using the Sheffield Safeguarding Children and Sheffield Safeguarding Adult Partnership guidance. Identifying needs, and analysing risk when working to support learners and their families
* Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
* Refer cases where a person is dismissed or left due to risk/harm to a child or vulnerable adult to the Disclosure and Barring Service; and
* Refer cases where a crime may have been committed to the Police as required.

## Work with Others

* Be first point of contact for staff who wish to report concerns regarding any safeguarding issues
* Act as a point of contact with the three safeguarding partners.

As required liaise with the ‘case manager’ and the designated officer at the local authority for child protection concerns

* Liaise with staff on matters of safety and safeguarding (including online and digital safety), decide whether to make a referral by liaising with other relevant agencies, act as provider of advice, support and expertise for all staff.

## Training

* The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated every year. LLS follows the development pathway from the Sheffield Safeguarding Children Partnership[[17]](#footnote-18). The designated safeguarding lead should undertake Prevent awareness training.
* In addition to formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular interval, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
* Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements
* Support the designated Safeguarding and Prevent Lead on the review of policies and procedures, plus the annual monitoring report to the Advisory Body and termly reporting to Senior Management Team
* Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
* Have a working knowledge of adult safeguarding procedures and how to report and respond to adult safeguarding concerns
* Ensure each member of staff has access to, and understands, the safeguarding policy and procedures, especially new and part time staff
* Are alert to the specific needs of children in need, those with special educational needs and young carers
* Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (UK).
* Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
* Are able to keep detailed, accurate, secure written records of concerns and referrals
* Understand and support with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children and adults from the risk of radicalisation
* Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
* Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
* Obtain access to resources and attend any relevant or refresher training courses; and
* Encourage a culture of listening to young people and taking account of their wishes and feelings, among all staff, in any measures put in place to protect them.

## Raise Awareness

* Report upon and inform the Advisory Board of key safeguarding issues
* Act as a source of support, advice and expertise to staff on all matters of safeguarding, including children and adults.
* Raise awareness of staff and students locally
* Liaise with police, Social Care, SCSP regarding individual case investigations.
* Liaise with schools to receive information about individual students and ensure appropriate arrangements are in place to safeguard those students.
* Maintain appropriate, confidential, and accurate records of safeguarding referrals, actions and concerns.
* Ensure that any new staff have a full induction in respect of safeguarding and their responsibilities
* Ensure that all staff have up to date enhanced DBS checks, where applicable

# Monitoring of Implementation

The policy and procedures are reviewed annually by the Designated Safeguarding Lead in line with the Keeping Children Safe in Education guidance and approved by Lifelong Learning and Skills Leadership team and Advisory Body.

An annual audit is undertaken and submitted to Sheffield Safeguarding Children Partnership.

# Evaluating the Effectiveness of the Policy

## This will be done through:

* LLS Safeguarding Board
* Learner feedback
* Regular Safeguarding meetings
* Review of the safeguarding action plan
* Child Safeguarding Practice Reviews, Safeguarding Adult Reviews and Domestic Homicide reviews.
* Ofsted inspection
* Annual policy review

# Associated Information and Guidance

## This policy is underpinned by associated legislation and guidance as listed below:

1. [Department for Education (2024), *Working Together to Safeguard Children*](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
2. [*Department for Education (2024) Keeping Children Safe in Education*](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)
3. [Education and Training (Welfare of Children) Act 2021](https://www.legislation.gov.uk/en/ukpga/2021/16/enacted)
4. [Children Act 1989](https://www.legislation.gov.uk/ukpga/1989/41/contents) and 2004
5. [Education Act 2002](https://www.legislation.gov.uk/ukpga/2002/32/contents)
6. [Care Act 2014](https://www.legislation.gov.uk/ukpga/2014/23/contents/enacted)
7. [The Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)
8. [*HM Government - Information Sharing Advice for Safeguarding Practitioners*](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)
9. [*Home Office (2023), Prevent Duty Guidance - England and Wales*](https://www.gov.uk/government/publications/prevent-duty-guidance)
10. [*UK Council for Internet Safety, (2024) Sharing nudes and semi nudes - Advice for Education Settings*](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
11. [*Ofsted (2019,) Knife crime: Safeguarding children and young people in education*](https://www.gov.uk/government/publications/knife-crime-safeguarding-children-and-young-people-in-education)
12. [*Department for Education (2023) Searching, Screening and Confiscation*](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
13. [The Equality Act 2010](https://www.gov.uk/guidance/equality-act-2010-guidance)
14. [Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42/contents)
15. [*Department for Education (2015 ) Child Abuse Concerns - Guide for Practitioners*](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)
16. [Mental Capacity Act Code of Practice 2020](https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice)
17. [General Data Protection Regulation (UK) (GDPR) 2018](https://www.gov.uk/data-protection)
18. [DACT (2024) Domestic Abuse - support for young people](https://sheffielddact.org.uk/domestic-abuse/get-help/support-for-young-people/)

1. [Department for Education (2022) Safeguarding and remote education](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)

# Related Policies and Documents

The following localised processes / guidance and policies are adopted as good practice within the organisation and where relevant in terms of Sheffield children and vulnerable adults. The relevant local authority policies and procedures will always be followed when dealing with Safeguarding concerns in relation to learners from other areas:

Sheffield Safeguarding Guidance documents, which promote safeguarding best practice and include guidance on areas such as bullying, SEND and use of personal devices in education settings are available here:

<https://www.safeguardingsheffieldchildren.org/scsp/education/guidance>

LLS policies

* [LLS Digital Policy 2023-2024](https://sccextranet.sharepoint.com/:w:/r/sites/CYPD-LLS/LLS/LSE/QUALITY/03%20Quality%20Approved%20Documents/Staff%20Guidance%20Documents/POL002%20LLS%20Digital%20Policy%202023-2024%20V1.1.docx?d=w3e2b7c61053a4abf8a3d8fe7ce042802&csf=1&web=1&e=lhdVku)
* [External Speaker and Room Hire Policy 2023-2024](https://sccextranet.sharepoint.com/:w:/r/sites/CYPD-LLS/LLS/LSE/QUALITY/03%20Quality%20Approved%20Documents/Staff%20Guidance%20Documents/POL013%20External%20Speaker%20and%20Room%20Hire%20V2.0.docx?d=w21026360cddb4fb2803a97ca37209fa1&csf=1&web=1&e=3eXSrB)

# Appendix A– Safeguarding Adults

## Who is at risk and who/how might people abuse?

It is important that those working with adults can recognise who might abuse and signs and indicators where abuse might occur:

## Who is an ‘adult at risk’?

An ‘adult at risk’ is defined in the Care Act 2014 as ‘an adult with care and support needs’, who might be subject to, or at risk of, abuse or neglect and who may be unable to protect themselves. This might include any person who has/is:

* Mental health issues
* Learning disabilities
* Substance dependency
* Older person (complex needs)
* Physical disabilities
* Sensory impairment
* End of life
* Seeking asylum
* Living in temporary accommodation
* At risk of modern slavery
* At risk of domestic abuse
* At risk of exploitation
* Isolated – no family
* In financial difficulty

## Who might abuse?

* A member of staff, a proprietor or service manager
* A member of a recognised professional group
* Another adult at risk
* Another learner
* A volunteer
* A member of a community group such as place of worship or social club
* A spouse, relative, member of the person’s social network or an unpaid carer
* A child, including the person’s own son or daughter
* A neighbour, member of the public or stranger
* A person who deliberately targets adults at risk in order to exploit them

## How might they abuse?

The following ‘categories’ are recognised in the Care Act 2014 as forms of adult abuse and neglect:

* Physical Abuse
* Sexual Abuse
* Internet abuse
* Psychological Abuse
* Financial or material abuse
* Neglect and Acts of Omission
* Discriminatory Abuse
* Hate Crime
* Hate Incidents
* Mate Crime
* Organisational Abuse
* Domestic Abuse
* Forced Marriage
* Honour- Based Violence
* FGM
* Modern Slavery and Human Trafficking
* Self-Neglect (VARMM hyper link in review process)

[Types and Indicators of Abuse (www.scie.org.uk)](https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse/)

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# Appendix B – Adult Concerns Guide

# Appendix C – LLS Service Safeguarding Structure

**A diagram of a company

Description automatically generated**

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**Toilets**

Schools are required to comply with minimum standards, including that separate toilets for boys and girls aged 8 years and over are to be provided. While post-16 settings are not subject to the same legal requirements, we take the same approach given the same safeguarding considerations apply. Where there are learners under the age of 18 on an LLS site (ie, Sheaf Training and CDC), male learners must not be allowed to go into the female toilets (and vice versa), in order to protect all young people. If a learner does not want to use the toilet designated for their biological sex, they may wish to consider using the gender-neutral toilet facilities available.

1. [Keeping Children Safe in Education, DfE 2024](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf) [↑](#footnote-ref-2)
2. Safeguarding Adults at Risk is defined by the Care Act 2014 as, ‘Protecting an adult’s right to live in safety, free from abuse and neglect’. The Children Act 1989 defines a child as anyone under the age of 18. [↑](#footnote-ref-3)
3. [LLS Digital Policy](https://sccextranet.sharepoint.com/sites/CYPD-LLS/LLS/LSE/QUALITY/00%20Archive/03%20Quality%20Approved%20Docs/Archive_Staff%20Guidance%20Documents/POL002%20LLS%20Digital%20Policy%202023-2024%20V1.1.docx?web=1) and [Department for Education (2022) Safeguarding and remote education](https://www.gov.uk/guidance/safeguarding-and-remote-education) [↑](#footnote-ref-4)
4. Prevent strategy - <https://intranet.sheffield.gov.uk/portfolio/place/prevent> [↑](#footnote-ref-5)
5. [Corporate Health, Safety and Wellbeing Policy, Statement of Intent](https://sccextranet.sharepoint.com/sites/HRPoint/PublicLibrary/Forms/AllItems.aspx?id=%2Fsites%2FHRPoint%2FPublicLibrary%2F1%2E0%20HSW%20Policy%20Statement%20of%20Intent%20Dec%202021%2Epdf&parent=%2Fsites%2FHRPoint%2FPublicLibrary&p=true&ga=1) [↑](#footnote-ref-6)
6. [Health and Safety Act 1974](https://www.hse.gov.uk/legislation/hswa.htm) [↑](#footnote-ref-7)
7. [Keeping Children Safe in Education, DfE 2024](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf) [↑](#footnote-ref-8)
8. [Domestic Abuse Act 2021](https://www.gov.uk/government/publications/domestic-abuse-act-2021) [↑](#footnote-ref-9)
9. [Early Help , Safeguarding Sheffield Children Partnership 2022](https://www.safeguardingsheffieldchildren.org/assets/1/early_help_sept_22.pdf). [↑](#footnote-ref-10)
10. [Manor Lane Lockdown procedure 2023](https://sccextranet.sharepoint.com/:b:/r/sites/LifelongLearningandSkills/QUALITY/07%20Safeguarding/Dynamic%20Lockdown/Manor%20Lane%20Lockdown%20procedure.pdf?csf=1&web=1&e=fX9raL), [Sheaf Lockdown procedure 2023](https://sccextranet.sharepoint.com/:w:/r/sites/LifelongLearningandSkills/QUALITY/07%20Safeguarding/Dynamic%20Lockdown/Sheaf%20Dynamic%20Lockdown%20Procedure.docx?d=w5376a0f90d1b4080a5940c4f0137dd34&csf=1&web=1&e=MRsaJb) [↑](#footnote-ref-11)
11. [Keeping Children Safe In Education 2024](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf) [↑](#footnote-ref-12)
12. [LLS External Speaker and Room Hire policy](https://sccextranet.sharepoint.com/sites/CYPD-LLS/LLS/LSE/QUALITY/00%20Archive/01%20L%26M/ARCHIVE_TOP%20LEVEL/Staff%20Guidance/ARCHIVE_Policy/POL013%20External%20Speaker%20and%20Room%20Hire%202021-2022%20V1.0.docx?web=1) [↑](#footnote-ref-13)
13. [The Transition Toolkit SCSP](https://www.safeguardingsheffieldchildren.org/p/sheffield-early-years-and-education-settings/safeguarding-in-education-the-transition-toolkit) [↑](#footnote-ref-14)
14. This includes safeguarding procedures for children and adults. [↑](#footnote-ref-15)
15. [Information Sharing: Advice for Practitioners](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) [↑](#footnote-ref-16)
16. [Sheffield Adult Safeguarding Partnership](https://www.sheffieldasp.org.uk/sasp) [↑](#footnote-ref-17)
17. [SCSP Professional Development Pathway](https://www.safeguardingsheffieldchildren.org/assets/d504ee07/professional_development_pathway_24-25.pdf) [↑](#footnote-ref-18)