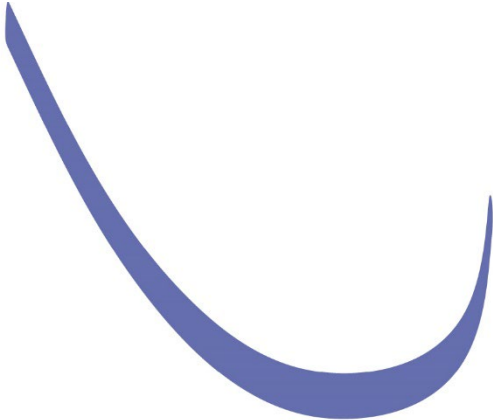


A large, thick blue arc graphic that curves upwards from the left and then downwards to the right, framing the school name.

beatrice tate school

*This policy MUST be read in conjunction with the
Child Protection and Safeguarding Policy*

Policy status	Non-statutory
Approved	5 th July 2026
Next review date	July 2027

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Version	Date	Author	Description of change
September 2023		AL	Original
February 2025	03.02.25	AL/WH	Section 3: Updated to reflect Care and Support statutory guidance Sections 5-11: Removed duplicated sections from Child Protection Policy
July 2026	05.07.26	WH	Clarified policy scope, strengthened safeguarding procedures, updated terminology and statutory references, and improved consistency with the school's safeguarding policies.

Safeguarding Adults at Risk Policy and Procedures

1. Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Headteacher	Wayne Hazzard <i>Headteacher</i>	020 8983 3760 head@beatricetate.towerhamlets.sch.uk
Designated Safeguarding Lead (DSL)	Diana Roig <i>Deputy Headteacher</i>	020 8983 3760 deputy@beatricetate.towerhamlets.sch.uk
Deputy DSL's	Ania Dubinska <i>AHT</i> Jack WalkerWoo <i>AHT</i> Kerri Ovel <i>AHT</i>	020 8983 3760 admin@beatricetate.towerhamlets.sch.uk
Chair of Governors	Gill Ritchie	020 8983 3760 admin@beatricetate.towerhamlets.sch.uk
Local Authority Designated Officer (LADO)	Melanie Benzie	020 7364 0677 Lado@towerhamlets.gov.uk
Multi-Agency Support Team (MAST)	N/A	020 7364 3444 / 5601 / 5606 MAST@towerhamlets.gov.uk
Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards)	N/A	020 7364 5006 – Choose option 3
Child Abuse Investigation Team (CAIT)	N/A	020 8217 6484 <u>Or use 999 if not available</u>
PREVENT Team	Simon Smith - Prevent Programme Manager	020 7364 4691 simon.smith@towerhamlets.gov.uk

Safeguarding Adults at Risk Policy and Procedures

2. Aims

This policy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding

This policy is informed by and aligned with:

- [*Keeping Children Safe in Education*](#)
- [*Care and Support Statutory Guidance*](#) (updated 2024)
- *Domestic Abuse Act 2021*
- *Modern Slavery Act 2015*
- *Tower Hamlets Safeguarding Adults Board* guidance.

The school refers to the following policies and procedures:

- London Multi-Agency Adult Safeguarding Policy and Procedures
- Safeguarding Adults Board
- Community Multi Agency Risk Assessment Panel. The CMARAP works in partnership with other organisations to consider cases of adults who remain at high risk of harm despite previous intervention efforts

3. Scope of this policy

This policy applies to students aged 18 years and over who meet the definition of an adult at risk under the Care Act 2014.

Students under the age of 18 are safeguarded under the school's Child Protection and Safeguarding Policy and relevant children's safeguarding legislation.

Where there is any uncertainty regarding whether concerns should be managed under children's or adults' safeguarding procedures, staff must report the concern immediately to the Designated Safeguarding Lead (DSL). The DSL will determine the appropriate safeguarding pathway and make any necessary referrals.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour Support Policy, Whistleblowing Policy and Recruitment and Selection Policy.

4. Definitions

Adult safeguarding – what it is and why it matters

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.

Safeguarding Adults at Risk Policy and Procedures

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.

The aims of adult safeguarding are to:

- *prevent harm and reduce the risk of abuse or neglect to adults with care and support needs*
- *stop abuse or neglect wherever possible*
- *safeguard adults in a way that supports them in making choices and having control about how they want to live*
- *promote an approach that concentrates on improving life for the adults concerned*
- *raise public awareness so that communities as a whole, alongside professionals, play their part in preventing, identifying and responding to abuse and neglect*
- *provide information and support in accessible ways to help people understand the different types of abuse, how to stay safe and what to do to raise a concern about the safety or well-being of an adult*
- *address what has caused the abuse or neglect*

In order to achieve these aims, it is necessary to:

- *ensure that everyone, both individuals and organisations, are clear about their roles and responsibilities*
- *create strong multi-agency partnerships that provide timely and effective prevention of and responses to abuse or neglect*
- *support the development of a positive learning environment across these partnerships and at all levels within them to help break down cultures that are risk-averse and seek to scapegoat or blame practitioners*
- *enable access to mainstream community resources such as accessible leisure facilities, safe town centres and community groups that can reduce the social and physical isolation which in itself may increase the risk of abuse or neglect*
- *clarify how responses to safeguarding concerns deriving from the poor quality and inadequacy of service provision, including patient safety in the health sector, should be responded to.*

(Care and Support Statutory Guidance, Department of Health and Social Care, updated September 2024)

Significant Harm – A child/ young person is considered to be harmed significantly or at risk of significant harm when the basic rights and needs of the child or young person / adult are not being met

Adult at Risk– An adult at risk is any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and or support (Care Act 2014)

Mental Capacity – The Mental Capacity Act 2005 came into force in England and Wales in 2007. The Act aims to empower and protect people who may not be able to make some decisions for themselves. The Act applies to anyone aged 16 or over in England and in Wales. It protects people with mental health problems as well as people with dementia, learning disabilities, or stroke or brain injuries. The Mental Capacity act sets out in law what happens when people are unable to make a particular decision. All adults should be able to live free from fear and harm. But some may find it hard to get the help and support they need to stop abuse.

An adult may be unable to protect themselves from harm or exploitation due to many reasons, including their mental or physical incapacity, sensory loss or physical or learning disabilities. This could be an adult who is usually able to protect themselves from harm but maybe unable to do so because of an accident, disability, frailty, addiction or illness.

School staff are not expected to undertake formal Mental Capacity Assessments. Where there are concerns that an adult may lack capacity to make decisions relating to their own safety or welfare, staff must report these concerns immediately to the DSL. The DSL will seek advice from Adult Social Care or relevant health professionals where appropriate and ensure decisions are made in accordance with the Mental Capacity Act 2005 and, where applicable, in the individual's best interests.

Six key principles of adult safeguarding

Beatrice Tate School adheres to following the six key principles that underpin safeguarding work (See Care Act guidance)

- **Empowerment** - People being supported and encouraged to make their own decisions and informed consent.
- **Prevention** - It is better to take action before harm occurs.
- **Proportionality** - The least intrusive response appropriate to the risk presented.
- **Protection** - Support and representation for those in greatest need.
- **Partnership** - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- **Accountability** - Accountability and transparency in delivering safeguarding.

Beatrice Tate School will not tolerate the abuse of adults in staff and volunteers should ensure that their work reflects the principles above and ensure the adult with care and support needs is involved in their decisions and informed consent is obtained. Beatrice Tate School should ensure that the safeguarding action agreed is the least intrusive response to the risk. Partners from the community should be involved in any safeguarding work in preventing, detecting and reporting neglect and abuse Beatrice Tate School should be transparent and accountable in delivering safeguarding actions.

Making Safeguarding Personal (MSP)?

MSP means a case should be person-led and outcome-focused. The individual should be involved in identifying how best to respond to their safeguarding situation by giving them more choice and control as well as improving quality of life, wellbeing and safety.

Beatrice Tate School will not tolerate the abuse of adults. Beatrice Tate will ensure that adults are involved in their safeguarding arrangements and each individual is dealt with on a case by case basis. As adults may have different preferences, histories and life styles, the same process may not work for all.

Who do adult safeguarding duties apply to?

The Care Act 2014 sets out that adult safeguarding duties apply to *any* adult who:

- has care and support needs, and
- is experiencing, or is at risk of, abuse and neglect, and
- is unable to protect themselves from either the risk of, or the experience of abuse or neglect, because of those needs.

Who may need safeguarding?

Beatrice Tate School provides education for students aged 11 to 19 years. Some students who attend the school are adults with care and support needs as defined by the Care Act 2014. These adults may have learning disabilities, autism, profound and multiple learning disabilities, sensory impairments, physical disabilities, complex medical needs or communication difficulties which may increase their vulnerability to abuse, neglect or exploitation.

Many adults with care and support needs may experience difficulties recognising abuse, communicating concerns or protecting themselves from harm. Staff should therefore remain vigilant to changes in presentation, behaviour, physical wellbeing or emotional wellbeing that may indicate abuse or neglect.

The school has a duty to safeguard adults at risk and is committed to promoting their safety, dignity, wellbeing and right to live free from abuse and neglect.

5. Reporting Procedures

5.1. The Four R's

All concerns must be:

Recognised: Be informed of the signs and indicators of abuse

Responded to: Take emergency action if there is an immediate risk.

Reported: Inform the DSL immediately.

Recorded: Keep contemporaneous, signed and dated records.

Referred: DSLs will determine the appropriate escalation, including referrals to social services or the Tower Hamlets Safeguarding Adults Board.

Name of Designated Safeguarding Lead: Amanda Lambert

5.2. What should I do if I am concerned?

Staff should always remain professionally curious and act immediately where they have concerns about the welfare of an adult at risk.

Abuse may not always be disclosed directly. Concerns may arise from changes in behaviour, injuries, deterioration in wellbeing, changes in communication, financial concerns or information shared by others.

Staff must:

- remain calm and reassure the individual where appropriate;
- never promise confidentiality;
- never investigate concerns themselves;
- report concerns immediately to the Designated Safeguarding Lead;
- make a factual written record as soon as possible using the school's safeguarding recording system; and
- preserve any evidence where a criminal offence may have occurred.

Safeguarding Adults at Risk Policy and Procedures

Where there is an immediate risk of serious harm or a medical emergency, staff must contact the emergency services without delay before informing the DSL.

IF ANY STEP IN THE PROCESS IS NOT RECORDED THEN IT IS ASSUMED THAT IT DID NOT HAPPEN

Staff and volunteers at Beatrice Tate School who have any adult safeguarding concerns should:

1. Respond

- Take emergency action if someone is at immediate risk of harm/in need of urgent medical attention. Dial 999 for emergency services
- Get brief details about what has happened and what the adult would like done about it, but do not probe or conduct a mini-investigation
- Seek consent from the adult to take action and to report the concern. Consider whether the adult may lack capacity to make decisions about their own and other people's safety and wellbeing. If you decide to act against their wishes or without their consent, you must record your decision and the reasons for this.

2. Report

- Name the person to whom staff/volunteers need to report any potential safeguarding concerns. This will usually be the organisation's designated safeguarding lead (see above)

3. Record

- All safeguarding concerns must be recorded promptly, accurately and objectively using the school's safeguarding recording system.
- Records should:
 - be completed as soon as possible after the concern arises;
 - distinguish clearly between fact, observation and professional opinion;
 - include dates, times and the names of those involved;
 - record the views and wishes of the adult where these are known; and
 - be signed, dated and stored securely in accordance with the school's data protection arrangements.
- Safeguarding records must remain confidential and only be shared with those who have a legitimate need to know.

4. Refer

- In making a decision whether to refer or not, the Designated Safeguarding Lead should take into account:
 - (1) the adult's wishes and preferred outcome
 - (2) whether the adult has mental capacity to make an informed decision about their own and others' safety
 - (3) the safety or wellbeing of children or other adults with care and support needs
 - (4) whether there is a person in a position of trust involved
 - (5) whether a crime has been committed

The DSL will determine whether the concern meets the threshold for referral to Adult Social Care, the Police, the Local Authority Safeguarding Adults Team or another appropriate agency.

Referrals should always take account of:

- the adult's wishes and desired outcomes;
- their mental capacity to make relevant decisions;

- the safety of other adults or children;
- whether a person in a position of trust may be involved; and
- whether a criminal offence may have been committed.

Where consent has not been obtained, information may still be shared where there is a legal basis to do so, including where others remain at risk of significant harm or where a serious crime is suspected.

Incidents of abuse may be one-off or multiple and may affect one person or more. Staff and volunteers should look beyond single incidents to identify patterns of harm. Accurate recording of information will also assist in recognising any patterns.

6. CATEGORIES OF ABUSE

Abuse is a form of maltreatment of a child or young person. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children or young people may be abused in a family or in an institutional or community setting by those known to them or more rarely by others. They may be abused by an adult or adults or another child or children.

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases multiple issues will overlap with one another.

Physical Abuse

Physical Abuse is any act which result in causing physical harm to a child / young person or adult.

Including:

- Physical abuse is non-accidental harm to the body, including: hitting, slapping, shaking, throwing, kicking, shaking, pinching, dragging, pulling or pushing
- Burning or scalding
- Poisoning
- Drowning
- Suffocating
- Force feeding or tampering with food
- Misuse or mal-administration of medication
- Giving medication without consent or Mental Capacity Assessment being held if the young person /adult lacks capacity
- Inappropriate restraint or treatment
- Inappropriate isolation or confinement
- Withdrawal of sensory or mobility aids
- Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child/ young person or adult whom she is looking after. This is described as fictitious illness by proxy or Munchausen syndrome by proxy.

Restraint

Unlawful or inappropriate use of restraint or physical interventions and/or deprivation of liberty is physical abuse. There is a distinction to be drawn between restraint, restriction and deprivation of liberty. A judgement as to whether a person is being deprived of liberty will depend on the particular circumstances of

the case, considering the degree of intensity, type of restriction, duration, the effect and the manner of the implantation of the measure in question.

In extreme circumstances unlawful or inappropriate use of restraint may constitute a criminal offence. Someone is using restraint if they use force, or threaten to use force, to make someone do something they are resisting, or where a person's freedom of movement is active or passive means to ensure that the person concerned does something, or does not do something they want to do, for example, the use of key pads to prevent people from going where they want from a closed environment.

Appropriate use of restraint can be justified to prevent harm to a person who lacks capacity as long as it is a proportionate response to the likelihood and seriousness of the harm. (see Behaviour Support Policy)

Neglect and Acts of Omission

Neglect is the persistent failure to meet a child/ young person's basic physical and or psychological needs likely to result in the serious impairment of the child's / young person's health or development.

It may occur deliberately or by omission and includes:

- A parent or carer failing to provide adequate food, shelter and clothing
- Failing to protect a child/young person from physical harm or danger
- Failure to ensure access to appropriate medical, psychiatric, psychological or social care or treatment likely to result in the serious impairment of the child's / young person's health or development
- Neglect of attitudes of unresponsiveness to a child's / young person's basic emotional needs
- Neglect is failing to provide adequate standards of care
- Failure to assess risk or to intervene to avert or reduce danger
- If the individual committing the neglect is aware of the consequences and the potential for harm then the result due to the lack of action, then the neglect is intentional in nature
- Unintentional neglect could result from a carer failing to meet the needs of a child or young person because they do not understand the needs of the child/ young person at risk, may not know about services that are available or because their own needs prevent them from being able to give the care the person needs.

Sexual Abuse

Sexual abuse involves forcing or enticing a child/young person or adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/ young person or adult is aware of what is happening. Without their voluntary and informed consent and may also include sexual activity where one party is in a position of trust, power or authority.

Sexual abuse includes:

- Physical contact, including penetrative or non-penetrative acts
- Non-contact activities as involving children/young adults in the production of or watching sexual activities
- Sexual abuse can be committed by both men and women
- Encouraging children and adults to behave in sexually inappropriate ways
- Incest
- FGM
- Indecent assault
- Gross indecency

- Sexual harassment
- Forced marriage
- Lack of choice of same sex staff to undertake intimate personal care

A sexual relationship between a adult at risk and a care worker is a criminal offence under Sections 38-42 of the Sexual Offences act 2003

People with severe learning disabilities (an IQ of 50 or under) cannot in law give consent to sexual activity.

Psychological or Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child or young person such as to cause severe and persistent adverse effects on the child or young person's emotional development. This type of abuse will usually occur with other forms of abuse, it includes:

- Conveying to a child/ young person that she is worthless or unloved, inadequate or valued only insofar as she meets the needs of another person
- Age or developmentally inappropriate expectations being imposed on children/young people
- Causing children/ young people to frequently feel frightened or in danger or the exploitation or corruption of children and young people
- Any type of ill treatment of a child / young person
- Behaviour that has an adverse effect on an individual's mental well-being
- Bullying and aggression
- Threats and intimidation
- Humiliation, ridicule and name calling
- Exclusion from group or marginalisation
- Denial of access to social contact, cultural or religious observance
- Disregard of choice and consent
- Verbal abuse
- Mental distress
- The denial of basic human and civil rights
- Isolation and over dependence

Institutional abuse

Neglect and poor professional practice may take the form of isolated incidents or poor/unsatisfactory professional practice through pervasive ill treatment of gross misconduct.

Repeated instances of poor care may be an indication of more serious problems

It may include:

- Any of the forms of abuse already described
- Excessively rigid routines
- Lack of personal possessions
- Lack of choice
- Changes in accommodation
- Lack of dignity privacy or respect
- Lack of support with personal hygiene
- Deprivation of liberty
- Inappropriate use of restraint

The risk of abuse is greater in institutions:

- With poor management
- With too few staff
- Rigid routines and inflexible practices
- Which do not use person centred care plans
- Where there is a closed culture

Financial or material abuse

This is denying an individual the benefit of their own resources

It includes:

- Theft of money possessions or property
- Pressure by threat or persuasion to influence wills inheritance property or financial transactions
- Denying access to care or accommodation for financial reasons
- Exploiting service users or carers
- It is contrary to professional standards for staff to lend borrow money from individuals for whom they care
- The misuse of an enduring power of attorney or a lasting power of attorney

Discriminatory abuse

Discriminatory abuse involves the prejudicial treatment of an individual on the basis of group

identity, it includes:

- Racism
- Sexism
- Sexual Orientation
- Ageism
- Disability Discrimination
- Religious intolerance
- A lack of reasonable effort to enable young person or adult to communicate in the language or medium most appropriate

Exploitation

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 in sexual activity:

In an exchange for something the victim needs or wants

For the financial advantage or increased status of the perpetrator

Child sexual exploitation does not always involve physical contact: it can occur through the use of technology.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK using dedicated mobile phone lines or other form of

deal line. We recognise that adult at risks may be at increased risk. All concerns regarding County Lines must be escalated to the DSL.

Honour based violence

All forms of honour-based violence are abuse and should be handled and escalated as such. Staff should speak to the DSL if they have any doubts.

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence threats or any other form or coercion is used to cause a person to enter into a marriage.

Staff should speak to the DSL if they have any concerns. Towerhamlets multi-agency guidelines include the role of schools in detecting and reporting forced marriage.

Radicalisation and Anti-extremism

The school has responsibilities under the Counter Terrorism and Security Act 2015 and are subject to a duty under section 26 of the Act to have due regard to the need to prevent people from being drawn into terrorism. The duty is known as the Prevent duty.

The Prevent Duty covers 4 areas:

- Risk Assessment
- Working in Partnership
- Staff Training
- IT Policies
- Channel Duty Guidance – Protecting vulnerable people from being drawn into terrorism

The school will refer concerns/ individuals through the Channel process which may be appropriate for anyone who is vulnerable.

Sharing nude or semi-nude images

Sharing nude or semi-nude images means the taking and sending or posting of images or videos of a sexual or indecent nature usually through mobile picture messages or webcams over the internet. Members of staff must not view sexual imagery which is reported to them or copy print or share the images under any circumstances.

The DSL may in exceptional circumstances view images with the prior approval of the Headteacher and only in the presence of the Head Teacher:

If is needed to make a decision.

It is necessary to report the image

The student has reported the image to a member of staff where viewing of the image is unavoidable.

Other Forms of abuse

Online abuse and exploitation

Adults with care and support needs may be particularly vulnerable to abuse facilitated through digital technology.

This may include:

- online grooming;
- financial scams and fraud;
- romance scams;
- coercive or controlling behaviour;
- cyberbullying;
- sexual exploitation;
- sharing of nude or semi nude images;
- online radicalisation; and
- exploitation through social media or messaging platforms.

Any concerns should be reported immediately to the DSL and managed in line with the school's safeguarding procedures.

Modern Slavery

Includes exploitation, forced labour, and trafficking under the Modern Slavery Act 2015.

Domestic Abuse

Includes coercive control and its impact on adult at risks as defined by the Domestic Abuse Act 2021.

7. Prevent Duty

The school recognises that adults with care and support needs may be vulnerable to radicalisation and extremist ideology.

All staff receive appropriate Prevent awareness training and understand their responsibility to identify concerns and report them immediately to the DSL.

The DSL will assess concerns and, where appropriate, make referrals through the Prevent or Channel process in partnership with the Local Authority and Police.

Concerns relating to radicalisation should always be managed as safeguarding concerns.

For more information about the Prevent Duty see:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

8. Roles and responsibilities

All staff, management, trustees and volunteers at Beatrice Tate School are expected to report any concerns to the named person for safeguarding. If the allegation is against one of Beatrice Tate School's members, volunteers, trustees or directors an immediate referral made to LADO.

The designated safeguarding adults lead should be responsible for providing acknowledgement of the referral and brief feedback to the person raising the original concern. Feedback should be given in a way that will not make the situation worse or breach the Data Protection Act. If the police are involved, they should be consulted prior to giving feedback to the referrer to ensure any criminal investigation is not affected.

The Local Authority will decide on who will lead on a safeguarding enquiry should it progress to that stage. The named organisation should not conduct its own safeguarding enquiry unless instructed to do so by the local authority.

Staff and volunteers should ensure that the adult with care and support needs is involved at all stages of their safeguarding enquiry ensuring a person-centred approach is adopted.

9. Complaints procedure

Beatrice Tate promotes transparency and honesty when things go wrong. All staff and volunteers should apologise and be honest with service users and other relevant people when things go wrong.

If a staff or volunteer or any other member of the organisation is unhappy with a decision about the safeguarding concern with the school's decision, a complaints procedure is in place.

Beatrice Tate School is committed to ensuring that staff and volunteers who in good faith whistle-blow in the public interest, will be protected from reprisals and victimisation.

10. Whistleblowing

All staff members have a responsibility to raise concerns about poor or unsafe practice and potential failures in any aspect of the school's safeguarding arrangements and staff should feel confident that such concerns will be taken seriously by the senior leadership team.

Beatrice Tate School is committed to the highest possible standards of honesty, openness and accountability. In line with that commitment, all members of staff and those working on behalf of the School who have serious concerns about any aspect of the School's work are encouraged to come forward and voice those concerns to their immediate manager and/or the Headteacher. Staff not only have the right but also a duty to report any improper actions or omissions, particularly where the welfare of young people may be at risk. Where any member of staff decides to report a serious incident within the scope of this policy, anonymously or otherwise, this will be treated as a 'protected' disclosure. Staff members should feel reassured that they can raise concerns in accordance with this policy without fear of victimisation, subsequent discrimination or disadvantage. See our Whistleblowing Policy:

11. Confidentiality and information sharing

Beatrice Tate School will share information appropriately and lawfully to safeguard adults at risk.

Information sharing decisions will be made in accordance with:

- UK General Data Protection Regulation (UK GDPR);
- Data Protection Act 2018;
- Care Act 2014; and
- Information Sharing Advice for Safeguarding Practitioners.

Where there is concern that an adult or another person may be at risk of significant harm, information may be shared without consent where there is a lawful basis to do so.

Only those professionals who need the information to safeguard the individual will receive it.

For further guidance on information sharing and safeguarding see:

<https://www.scie.org.uk/careact2014/safeguarding-adults/sharing-information/keymessages.asp>

12. Recruitment and selection

Beatrice Tate School is committed to safer recruitment.

Safer recruitment practices reduce the risk of exposing adults with care and support needs to people unsuitable to work with them.

Our Safer Recruitment practices include:

- Enhanced DBS checks and barred list checks.
- Updated disqualification regulations.
- Ongoing monitoring of suitability.

For details about safer recruitment, please refer to the school's Recruitment and Selection Policy

13. Training, awareness raising and supervision

All staff, governors and volunteers receive safeguarding training appropriate to their role, including safeguarding adults at risk where relevant to their responsibilities.

Designated Safeguarding Leads undertake specialist safeguarding training which is updated regularly in accordance with statutory guidance and local safeguarding partnership requirements.

The school promotes a culture of safeguarding through regular updates, professional discussions, safeguarding briefings and opportunities for staff to reflect on safeguarding practice.

14. Useful guidance

Safeguarding Adults Board - a statutory board formed under the **Care Act 2014**

<http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

London Safeguarding adults' policy and procedures

<http://londonadass.org.uk/wpcontent/uploads/2015/02/LONDON-MULTI-AGENCY-ADULTSAFEGUARDING-POLICYAND-PROCEDURES.pdf>

Carer and support statutory guidance

www.gov.uk/government/uploads/system/uploads/attachment_data/file/506202/2302777_Care_Act_Book.pdf

Prevent

www.gov.uk/government/publications/prevent-duty-guidance

Information Sharing

www.scie.org.uk/care-act-2014/safeguardingadults/sharinginformation/keymessages.asp