

BHCC Adult Tailored Learning

Safeguarding and Prevent Policy

Lead Manager	Jim Hynes - Adult Learning Manager
Approval Level	Advisory Board
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Key Contacts

Role	Name	Contact Details
Designated Safeguarding Lead	Jim Hynes Adult Learning Manager	07803 179477
Deputy Safeguarding Leads	Kirsty Cregan Programme Lead	075845 81001
Overseeing Head of Service Manager	Carla Butler Head of Skills and Employment	07795 365434
The Governance Member responsible for Safeguarding	Carla Butler Head of Skills and Employment	07795 365434
Emergency Duty Contact	Emergency Duty Service – after hours, weekends and public holidays	01273 29 55 905 or 335 906
BHCC Prevent Co-ordinator	Nahida Shaikh BHCC Prevent Lead	01273 290 584 or 0771 730292

Key service contacts**Emergency: 999****Crime non-emergency Sussex Police: 101****NHS 11 Service (24h): 111**

- **BHCC Adult Social Care Access Point Team:** 01273 295 555
e-mail: accesspoint@brighton-hove.gov.uk
- **BHCC Children's Services** 01273 290 400/ **Front Door for Families** 01273 335905 (Out of hours)
- **Healthwatch Brighton & Hove** Helpline: 01273 234040
- **National Domestic Violence Helpline (24h)** Freephone: 0808 2000247
- **Sussex Safeguarding Policies and Procedures**
Website: www.sussexsafeguardingadults.org
- **Sussex Safeguarding Adults Board** bhsab.org.uk

Brighton and Hove City Council Adult Education Hub Safeguarding Policy

1. Introduction

The Brighton and Hove City Council Adult Education Hub is dedicated to ensuring the safety and wellbeing of all adults who engage with our services. We are committed to safeguarding practices that protect adults from harm, abuse, exploitation, and neglect. This policy outlines our approach to Safeguarding and Prevent and provides a framework for all staff, volunteers, visitors, guest speakers and stakeholders.

2. Aims, Purpose, and Scope

2.1 Aims

- To protect adults who receive our services from harm.
- To provide staff, volunteers, and service users with clear guidelines on safeguarding.
- To promote the physical and emotional wellbeing of all adults involved.

2.2 Purpose This policy aims to ensure that all adults, particularly those at risk, are protected from abuse and neglect. It provides a clear framework for identifying and responding to safeguarding concerns and sets out clear responsibilities and procedures and ensures a clear framework for a quick and appropriate response when abuse or risk of radicalisation is suspected.

BHCC Prevent Duty Strategy seeks to protect vulnerable adults against messages of all extremism. BHCC values freedom of speech and the expansion of beliefs/ideology as fundamental rights underpinning our society's values. All learners, staff and clients have a right to speak freely and voice their opinions. However, freedom comes with responsibility, and free speech designed to manipulate the vulnerable or that leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued.

2.3 Scope This policy applies to all staff, volunteers, contractors, and anyone representing the Adult Education Hub. It covers all activities and services provided by the Hub.

2.4 Relevant Legislation This policy applies and adheres to the following legislation:

Please note that this is intended to provide useful links to relevant guidance and legislation. It is not an exhaustive list:

- The Care Act 2014 [Care Act 2014](#)
- Care Standards Act 2000 [Care Standards Act 2000](#)
- Education Act 2011 [Education Act 2011](#)
- The Equality Act 2010 [Equality Act 2010](#)
- The Human Rights Act 1998 [Human Rights Act 1998](#)
- Mental Capacity Act 2005 [Mental Capacity Act 2005](#)
- Pan Sussex Procedures for Safeguarding Adults [Home | Sussex Safeguarding Adults Policy and Procedures](#)
- Prevent Duty [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- Protection of Freedoms Act 2012 [Protection of Freedoms Act 2012](#)
- Safeguarding Vulnerable Groups Act 2006 [Safeguarding Vulnerable Groups Act 2006](#)
- The Sexual Offences Act 2003 [Sexual Offences Act 2003](#)

3. Safeguarding and Prevent Principles

3.1 Zero Tolerance of Harm We are committed to a culture of zero tolerance towards harm, abuse, neglect, and exploitation. All concerns will be taken seriously and addressed promptly.

3.2 Recognition of Risk We recognise that certain adults may be at increased risk of harm due to various factors, including age, disability, mental health issues, and social circumstances. We are committed to identifying and mitigating these risks.

3.3 What is abuse? Abuse is a violation of an individual's human and civil rights by any other person or persons. It can take a number of forms: **(examples Appendix 3)**

- Physical abuse
- Sexual abuse
- Psychological/emotional abuse
- Financial or material
- Modern Slavery
- Discrimination Abuse
- Neglect or acts of omission
- Self-neglect
- Forced Marriage

3.4 Indicators of vulnerability towards radicalisation (Prevent)

- **Identity crisis** – a learner distancing themselves from their cultural/religious heritage
- **Personal crisis** – a learner maybe experiencing family tension or becoming isolated with low self esteem
- **Personal circumstances** – migration; local community tensions and events affecting the learners home country or religion triggered by personal experience of racism or discrimination
- **Unmet expectations** – the learner may have perceptions on injustice and a rejection of civic life
- **Experiences of criminality** – which may include involvement with criminal groups, imprisonment and poor integration
- **Learning Support Needs** – learners may experience difficulties with social interaction, empathy with others and understanding the consequences of their actions and awareness and motivations of others

Designated Safeguarding Lead, deputies and tutors are trained to look for signs of the following:

- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent and extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity or personal crisis

3.4 Reporting and Responding We ensure that all Safeguarding and Prevent concerns are reported and responded to in a sensitive and confident manner. Clear procedures are in place for reporting concerns, and all staff are trained to follow these procedures and are as follows:

Safeguarding:

- A learner will raise, or tutor will recognise signs of a potential safeguarding issue and if it cannot be dealt directly will be reported to the Designated Safeguarding Lead or Deputy on the day of the concern before 4.30pm. In absence of these two leads, all issues should be escalated to the Head of Service or SLT member on duty.
- The use of AEHSafeguarding@brighton-hove.gov.uk can be used by students to raise concerns which will be accessed by the DSL and Deputy DSL.
- The Designated Safeguarding Lead or Deputy will provide support and guidance for the tutor and learner and open a Safeguarding case (**Appendix 1**)
- If the concern is raised about the Designated Safeguarding Lead, then this will be referred to the Overseeing Head of Service
- Any actions update or learning will be added to the Safeguarding Log (**Appendix 2**)
- Once the case has been concluded to everyone's satisfaction the case will be closed on the Safeguarding Log and any learning recorded and communicated to the hub's staff

Exceptional circumstances

- Immediate Harm – if a member of staff believes a learner is at risk of immediate harm from another, from their own behaviour or other factors then this must be resolved before further reporting is undertaken. This may involve removing the learner from the situation, calling emergency services or asking a colleague for support
- Criminal Activity - - If criminal activity is suspected the police must be informed. This may need to be by the adult dealing with the safeguarding concern or it may necessitate the support of others if withdrawing direct supervision of learners creates a higher risk
- Concerns around a colleague - If the safeguarding concerns involve a member of staff who works for The Adult Education hub in any capacity, then there may need to be variations to the above. If an allegation of harm is made against a member of staff the following applies:
 - In most cases adults should not record an allegation made against them, where possible a colleague should record the concern
 - If the adult is lone working or working off site with a candidate in the workplace, they should take initial notes and contact a member of the safeguarding team immediately it is safe to do so
 - Adults may have low level concerns about the practice of colleagues-these will be situations where no harm is evident but conduct and behaviour falls below the expected standard. All staff must feel able to discuss this with their line manager and line managers will refer incidents or patterns of incidents to the safeguarding team.

Prevent

- A member of the hub team will identify possible signs of radicalisation in line with their training and understanding of their duty to safeguard individuals from being drawn into terrorism
- The identifier to record observations and document the details of the concern, including behaviours, comments and context

- Immediate action to take place if there is an immediate risk of harm by contacting emergency services
- Inform the Designated Safeguarding Lead with detailed observations to ensure clarity of the incident
- The Designated Safeguarding Lead will review the concern and assess its relevance to Prevent. Liaise with other Safeguarding Officers or the Prevent Lead, if necessary for additional input.
- If the concern is assessed as relevant refer to the local Channel via the National Prevent Referral Form (**Appendix 4**)
- Collaborate with the BHCC Prevent Lead to ensure appropriate support and intervention
- Maintain communication with the Channel Panel and other safeguarding bodies to monitor progress and outcomes
- Support the individual with additional safeguarding or educational support if needed
- Maintain confidentiality handling information securely and share on a need-to-know basis
- Record all actions taken and ensure all steps and referrals are accurately documented and stored securely
- Raise awareness of any lessons learned from the incident with all relevant staff

3.5 Equality and Inclusion We believe in the equal right of all adults to protection from harm, regardless of age, disability, race, religion, sex, or sexual orientation. Our safeguarding practices are inclusive and respectful of diversity.

3.6 Empowerment We aim to empower adults to make safe choices and feel confident in reporting concerns. We provide information and support to help adults understand their rights and how to protect themselves.

4. Safeguarding Team

4.1 Roles and Responsibilities The safeguarding team is responsible for implementing this policy and ensuring all concerns are addressed promptly. The team includes designated and deputy safeguarding leads who are trained to handle safeguarding issues.

4.2 Safeguarding training the following training takes place and for staff is recorded centrally in the Central Staff Records file:

- **Designated and Deputy Safeguarding leads** – bi-annually a level 3 qualification in Safeguarding Adults and annual BHCC Safeguarding Adults and Prevent training
- **Tutors and support staff** – annual BHCC Safeguarding Adults and Prevent Training
- **Adult Learners** – All learners are informed about Safeguarding and Prevent measures at induction. Tutors explain what kind of issues safeguarding covers and that safeguarding officers can offer support and guidance. Learners are made aware of who the service safeguarding officers are and how to contact them. Safeguarding posters are displayed in all classrooms, with officers' contact details. Information about the Prevent programme is also shared at induction. This outlines what the Prevent strategy is and how it keeps people safe. Learners are encouraged to speak to staff, or safeguarding leads, if they have any concerns relating to Prevent. Safeguarding and Prevent themes are

embedded into courses as appropriate. This is highlighted on the schemes of work. Learners' understanding of safeguarding procedures is checked in the mid and end of term learner surveys.

4.3 Contact Information Contact details for the safeguarding leads are available to all staff and service users. These details are prominently displayed in all Hub locations and included in all relevant communications.

5. Reporting and Recording Concerns

5.1 Reporting Procedures All safeguarding and Prevent concerns should be reported to the safeguarding team immediately. Staff and volunteers are trained to recognise signs of abuse and neglect and to report concerns without delay.

5.2 Recording Procedures Detailed records of all concerns and actions taken will be maintained securely (**Appendix 1 & 4**). Records will include the nature of the concern, the actions taken, and the outcomes. These records will be reviewed regularly to ensure appropriate follow-up. Any learning from a Safeguarding incident will also be recorded and communicated to all relevant staff.

6. Training and Awareness

6.1 Staff Training All staff and volunteers will receive regular training on safeguarding and Prevent policies and procedures. Training will cover recognising signs of abuse, reporting procedures, and how to support adults at risk.

6.2 Awareness Campaigns We will conduct regular awareness campaigns to ensure all service users understand their rights and know how to report concerns. Information will be provided in accessible formats and languages.

7. Partnership Working

7.1 Collaboration with Other Agencies We will work in partnership with other agencies, including social services, health services, and the police, to ensure a coordinated approach to safeguarding. We will share information appropriately to protect adults at risk.

7.2 Community Engagement We will engage with the local community to raise awareness of safeguarding issues and to promote a culture of safety and respect. We will work with community groups to ensure our services are accessible and inclusive.

7.3 Training Partners we monitor and review the Safeguarding and Prevent policies and processes of our training partners to ensure they maintain the same standards as set out in our policies.

8. Review and Monitoring

8.1 Policy Review This policy will be reviewed annually to ensure it remains effective and up-to-date with current legislation and best practices. Feedback from staff, volunteers, and service users will be considered in the review process.

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of safeguarding files and records by the Designated Safeguarding Lead.

This policy and the procedures will be reviewed annually, and the next review date is 1st December 2024. The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures and presented to the Advisory Board

8.2 Monitoring and Evaluation We will monitor the implementation of this policy through regular audits and evaluations. We will use this information to improve our safeguarding practices and to ensure we are meeting our safeguarding responsibilities.

9. Confidentiality and Information Sharing

9.1 Confidentiality We are committed to maintaining the confidentiality of all safeguarding concerns. Information will only be shared on a need-to-know basis and in accordance with legal requirements.

The Designated Safeguarding Lead will disclose any information about a learner or family member to other members of staff on a need-to-know basis.

All staff members must be aware that they cannot promise a learner to keep secrets that might compromise the safety or well-being.

All staff members have a professional responsibility to share information with other agencies to safeguard adults.

9.2 Information Sharing We will share information with other agencies when it is necessary to protect an adult at risk. We will ensure that information sharing is done in a way that respects the privacy and dignity of the individual.

9.3 Whistle blowing and complaints All staff members will be aware of their duty to raise concerns where they exist about the management of safeguarding concerns or cases of risks or radicalisation, which may include the attitude or actions of colleagues. If necessary, they will speak with the Head of Service or the Local Authority Designated Officer.

There is a clear reporting procedure for learners and other people to report concerns or complaints, including abusive or poor practice

10. Support for Adults at Risk

10.1 Providing Support We will provide appropriate support to adults at risk, including access to advocacy services, counselling, and other support services. We will work with individuals to develop safety plans and to ensure they feel safe and supported.

10.2 Empowering Individuals We will empower adults at risk to make informed decisions about their safety and wellbeing. We will provide information and support to help individuals understand their rights and to take control of their lives.

Appendix 1 – Safeguarding Reporting Form

Name of staff member reporting incident/concern		Time and date of incident
Name of learner(s)/client involved In the incident/allegation/concern	Role of staff reporting incident	
Type of incident/concern/allegation aggressive outburst in classroom		
Site Location		
Brief description of incident/ allegation/concern		
Action to be taken		

Any follow up actions taken?:
Any further actions to be taken?
Staff member reporting the incident
Name of manager taking action

Appendix 2 Safeguarding Log – held on line

Log no	Learner/course	Reported by	Case opened	Case Closed	Safeguarding lead	Learning from incident

Appendix 3 Forms of Abuse

Abuse Type	Behaviours include
Physical	being pushed, shaken, pinched, hit, held down, locked in a room, restrained inappropriately, or knowingly giving an adult too much or not enough medication
Sexual	an adult being made to take part in sexual activity when they do not, or cannot, consent to this. It includes rape, indecent exposure, inappropriate looking or touching, or sexual activity where the other person is in a position of power or authority
Financial	misusing or stealing an adult's money or belongings, fraud, postal or internet scams tricking adults out of money, or pressuring an adult into making decisions about their financial affairs, including decisions involving wills and property
Neglect	not meeting an adult's physical, medical or emotional needs, either deliberately, or by failing to understand these. It includes ignoring an adult's needs or not providing them with essential things to meet their needs, such as medication, food, water, shelter and warmth. Self-neglect being unable, or unwilling, to care for their own essential needs, including their health or surroundings (for example, their home may be infested by rats or very unclean, or there may be a fire risk due to their obsessive hoarding).
Psychological	Psychological or emotionally being shouted at, ridiculed or bullied, threatened, humiliated, blamed for something they haven't done, or controlled by intimidation or fear. It includes harassment, verbal abuse, cyber-bullying (bullying which takes place online or through a mobile phone) and isolation
Discriminatory	forms of harassment, ill-treatment, threats or insults because of an adult's race, age, culture, gender, gender identity, religion, sexuality, physical or learning disability, or mental-health needs. Discriminatory abuse can also be called 'hate crime'.
Modern slavery	an adult being forced to work for little or no pay (including in the sex trade), being held against their will, tortured, abused or treated badly by others

Domestic violence	psychological, physical, sexual, financial or emotional abuse by someone who is a family member or is, or has been, in a close relationship with the adult being abused. This may be a one-off incident or a pattern of incidents or threats, violence, controlling or coercive behaviour, violence, being forced to marry or undergo genital mutilation.
Organisational	neglect and providing poor care in a care setting such as a hospital or care home, or in an adult's own home. This may be a one-off incident, repeated incidents or on-going ill-treatment. It could be due to neglect or poor care because of the arrangements, processes and practices in an organisation.

Appendix 4

<https://assets.publishing.service.gov.uk/media/66969216ce1fd0da7b592672/Prevent+National+Referral+Form+-+Static+PDF.pdf>