



Safeguarding Policy

Information Office

Safeguarding Policy

This document sets out Design School Asia's approach to the safeguarding of children and vulnerable adults when undertaking School led activities.

1. Scope

1.1. The policy, procedures, and accompanying guidance apply to all:

- i. students and staff and governors of the School;
- ii. consultants, contractors and contracted representatives of the School including recruitment agents, ambassadors, other service providers;
- iii. School collaborative partners (except where their existing policies apply and are deemed to be acceptable);
- iv. Visitors / external organisations engaged with the School, including those contracted to conduct their own business on School premises (eg, building contractors);
- v. activities at external location(s) where staff and students are involved in School-led activity;
- vi. School-led activity for non-students.

1.2. All individuals covered by this policy should ensure that they read the policy and understand the standards expected of them and their responsibilities. All individuals have a responsibility to ensure the health, safety and wellbeing of children and vulnerable adults and to take appropriate steps (including those set out in this policy) to ensure that suspicions and allegations of abuse are taken seriously and responded to swiftly and appropriately.

1.3. The School may require any external organisation (whether as contractor or partner) to have appropriate safeguarding policies and procedures in place as a condition of its engagement with that external organisation.

2. Purpose

2.1. Design School Asia is committed to safeguarding and promoting the health, safety and wellbeing of children and vulnerable adults and takes its legal duties extremely seriously. The School is not however 'in loco parentis' (in the place of the parent) and cannot accept the responsibilities of guardian to any member of its community or user of its amenities. Whilst the School is predominantly an adult environment, the institution does engage in a range of activities that, from time to time, involve working with children and vulnerable adults. A list of the main activities that may involve children or vulnerable adults are included in section 3.2

- 2.2. The School has developed this policy and procedures, and accompanying guidance to protect and support its staff, students, and visitors, in order that the School continues to be a rewarding, respectful, and safe environment in which to work, study, and visit. The purpose of the policy is to assist the School in discharging its duties and commitments in respect of safeguarding children and vulnerable adults in School led activities fully, effectively and in accordance with statutory guidance.
- 2.3. Together with its related Guidance the policy aims to:
- provide a safe environment for all during School activities;
 - raise awareness of issues relating to the welfare of children and vulnerable adults and promote their welfare;
 - provide staff, students, volunteers, and third parties working for or with the
 - School (or undertaking activity on its premises) with procedures they should follow, including those they should adopt in the event of incidents involving children and/or vulnerable adults and/or if they suspect that a member of one of these groups may be experiencing, or is at risk of, harm;
 - provide guidance on good practice for working with children and vulnerable adults.

3. Definitions

- 3.1. For the purpose of this policy and procedure, the following definitions apply:
- 'Child' means anyone under the age of 18;
 - 'Vulnerable adult' refers to a person over the age of 18 who is or may be in need of services by reason of mental or other disability, age or illness; or who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation;
 - 'Regulated activity' would include unsupervised teaching, training, instructing, supervising, caring for, providing advice/guidance on wellbeing for, or driving a vehicle for (where the vehicle is only for children) where this is a frequent, intensive, or overnight requirement. Refer to the Criminal Records Check Policy for further information about regulated activity.
- 3.2. 'Abuse' is defined by way of the examples but not necessarily restricted to:
- Physical abuse—a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. It may be caused when an individual fabricates the symptoms of, or deliberately induces, illness in a child or vulnerable adult.
 - Neglect—the persistent failure to meet the basic physical and/or psychological needs of a child or vulnerable adult, likely to result in the serious impairment of their health or development. Neglect may involve failing to:
 - provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- protect a child or vulnerable adult from physical and emotional harm or danger
 - ensure adequate supervision (including the use of inadequate care-givers); or
 - ensure access to appropriate medical care or treatment.
 - It may also include neglect of, or unresponsiveness to, the basic emotional needs of a child or vulnerable adult.
- iii. Sexual abuse—involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving the individual in looking at, or in the production of, sexual images, watching sexual activities, encouraging them to behave in sexually inappropriate ways, or grooming an individual in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males.
- iv. Women can also commit acts of sexual abuse, as can children.
- v. Emotional abuse—the persistent emotional maltreatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on the individual’s emotional development. It may involve conveying to a child or vulnerable adult that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the individual opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond a child’s or vulnerable adult’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the individual participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing individuals frequently to feel frightened or in danger, or the exploitation or corruption of children or vulnerable adults. Some level of emotional abuse is involved in all types of maltreatment of a child or vulnerable adult, though it may occur alone.

The above is a non-exhaustive list and there may be other forms of abuse, or examples of abuse, which require action under this policy and procedure.

4. Risk assessment and safeguarding arrangements

- 4.1. A risk-based approach must be taken to ensure any potential safeguarding issues are considered in the planning of courses, modules and related activity. All staff and students should be aware that the School strictly prohibits any member of staff from

engaging in any sexual activity with someone under the age of 18 who is a student at the School.

5. Recruitment of staff and students

5.1. The School will take appropriate steps in relation to the recruitment of staff (through conducting appropriate recruitment checks), to ensure that unsuitable people are prevented from working with children and vulnerable adults. Students are required to disclose criminal convictions under the provisions of the Criminal Convictions Policy.

6. Safeguarding arrangements for children and vulnerable adults who are not students

6.1. The safeguarding of children or vulnerable adults involved who are not students eg, research project respondents on behalf of either staff or students of the School is the responsibility of the organiser of the activities in which the children or vulnerable adults are participating.

6.2. It is the responsibility of the organiser of activities to ensure that appropriate staff and volunteers are DBS checked (see Design School Asia Criminal Records Check Policy) and comprehensive risk assessments are undertaken in relation to the health, safety and wellbeing of children participating in activities.

7. Procedures for dealing with incidents, allegations or suspicions of abuse and procedures for reporting concerns

7.1. If an individual is alerted to concerns or receives an allegation of abuse regarding another individual studying or working for or with the School they should report this immediately to the designated member of staff as described in the relevant section below. They should not investigate concerns or allegations of abuse, but should report them immediately to the designated member of staff.

7.2. If an individual is informed by a child or vulnerable adult about possible abuse or receives a disclosure of issues which indicate potential abuse, they should:

- a) listen carefully and stay calm;
- b) not interview the child or vulnerable adult, but question normally and without pressure, in order to be sure that they understand what the child or vulnerable adult is telling them;
- c) not put words into the child's or vulnerable adult's mouth;
- d) reassure the child or vulnerable adult that by telling them they have done the right thing;
- e) inform the child or vulnerable adult that they must pass the information on, but that only those that need to know about it will be told;

- f) inform them of to whom they will report the matter;
- g) note the main points carefully;
- h) make a detailed note of the date, time, place, what the child said, did and their questions.

7.3. In **urgent** cases, where you have an immediate concern about the welfare of a child or vulnerable adult who may be at risk, you must make direct contact with the police or other appropriate emergency service by calling the appropriate police emergency telephone number as appropriate.

- a) Have their name, and if possible their address and address of their parent/guardian/carer available.
- b) Refer to your notes—don't filter or withhold any information.
- c) You have no right to detain the child or vulnerable adult, but you should provide a "place of safety", if possible, until the police, appropriate emergency service or local authority assumes responsibility.

8. Procedures for dealing with incidents, allegations or suspicions of abuse regarding an employee of the School

8.1. The person(s) who has witnessed or suspects abuse by an employee, or to whom the allegation has been disclosed, should notify Student Services immediately. The person(s) concerned must write a report to be sent to the Director of Student Services as soon after the incident, suspicion or allegation as is practicable. For concerns relating to vulnerable adults, to establish whether the case requires further investigation and at what level. The outcome of this contact may include:

- a) No further action necessary.
- b) Further investigation by vulnerable adult / child protection agencies and/or internal School procedures.
- c) Immediate referral to vulnerable adult / child protection agencies.

8.2. Depending on the circumstances, it may be necessary for the School to delay the investigation or consideration of matters under the School's internal procedures pending the completion of an investigation and/or action by the child or vulnerable adult protection agencies and/or police.

9. Procedures for dealing with incidents, allegations or suspicions of abuse regarding a student of the School

9.1. The person(s) who has witnessed or suspects abuse by a student, or to whom the allegation has been disclosed, should notify Student Services immediately. The person(s) concerned should write a report as per the guidance on reporting, which should be sent to the Director of Student Services as soon after the incident, suspicion or allegation as is practicable. The outcome of this contact may include:

- a) No further action necessary.
- b) Further investigation by vulnerable adult / child protection agencies and/or internal School procedures.
- c) Immediate referral to vulnerable adult / child protection agencies.

9.2. Depending on the circumstances, it may be necessary for the School to delay the investigation or consideration of matters under the School's internal procedures pending the completion of an investigation and/or action by the child or vulnerable adult protection agencies and/or police.

10. Procedures for staff, students, and external parties conducting research under the auspices of the School

10.1. Incidents, allegations, or suspicions of abuse that arise from activity undertaken as part of research commissioned by, or facilitated through, the School are subject to the relevant procedure cited above. Additionally, all research activity is governed by the School's Research Ethics Policy, which may, through its associated procedures, determine that an activity or proposal cannot be approved/remain in approval following the reporting and investigation of a case.

11. Confidentiality

11.1. All individuals covered by this policy must be mindful, and remain mindful, of the importance of ensuring that confidentiality is, where possible, maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

12. Related policies and procedures, monitoring and review

12.1. The School policies listed below are also relevant in seeking to ensure the health, safety and wellbeing of children and vulnerable adults:

- a) Data Protection Policy
- b) Recruitment Policy (HR)
- c) Code of Conduct (HR)
- d) Criminal Records Check Policy (HR)
- e) Admissions Policy (Applicant Services)
- f) Criminal Convictions Policy

12.2. The School shall review this policy and procedure regularly to ensure that it continues to meet legal requirements and reflects best practice.

Document version control

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