

# **MOUNTVIEW**

## ACADEMY OF THEATRE ARTS

### **SAFEGUARDING POLICY**

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## VERSION CONTROL DETAIL

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May 2017	10	Amendments to Safeguarding contacts / staffing	E Gower

## **1. WHAT IS SAFEGUARDING?**

Safeguarding denotes appropriate measures:

- To protect individuals from maltreatment, abuse or neglect; and
- To prevent harm to their health, development and wellbeing.

While there is no legislation specifically directed at safeguarding adults in Higher Education Institutions (HEI) Mountview Academy of Theatre Arts ('the Academy' or 'Mountview') has based its approach to safeguarding on the core principles recognised in child protection and associated legislation and policy.

The Academy's safeguarding procedures and practice outlined in this and associated policies are in place to allow preventative action as well as reaction.

## **2. STATEMENT OF INTENT**

Mountview believes that the health, welfare and safety of all students, regardless of age or vulnerability, are of paramount importance.

The Academy adheres to the belief that all people without exception have a human right to be protected from maltreatment or harm of any kind regardless of age, gender, ethnicity, nationality, disability, sexuality, gender identity, lifestyle or religious beliefs.

## **3. WHO DOES THIS POLICY APPLY TO**

This policy applies to all staff (including subcontracted staff) of Mountview, to students and the board of trustees.

Failure to follow the Academy's safeguarding guidance and procedures would constitute a matter of concern for the Academy and may lead to disciplinary action.

Copies of this policy, and all associated policies listed herein, can be provided by any of the Mountview Safeguarding Contacts listed in Appendix E of this policy.

## **4. APPROACH**

Effective safeguarding begins with staff and students being well informed, being aware of safeguarding issues, and following the procedures outlined in this and associated policies.

Mountview staff members and students are required to report any concerns of potential risk to self/others or of abuse immediately. All concerns will be taken seriously by Mountview and responded to appropriately & sensitively.

In some cases this may require Mountview to make a referral to local safeguarding services, and, in emergencies, the Police.

Mountview's Designated Safeguarding Leads are:

- Safeguarding & Prevent Lead Officer - for matters relating to students on Foundation, Diploma or degrees courses.
- Child Protection Officer - for matters relating to 'ENGAGE' programme Young Peoples Work.

Contact details for these Lead individuals are listed in APPENDIX C of this policy.

The Academy carries out effective safeguarding by ensuring the following core policies and procedures are implemented and adhered to:

1. EQUAL OPPORTUNITIES

*This Policy outlines an organisation wide approach to equality of opportunity including admissions, student regulations and human resources*

2. PREVENT

2.1 Prevent Policy

2.2 Code of Practice for Freedom of Speech and External Speakers

*These two policies outline Mountview's approach and legal responsibility to implementing and adhering to the 'Prevent Duty'*

3. IT NETWORKS AND USAGE

3.1 IT Acceptable Usage Policy

3.2 IT Security Policy

3.3 Code of Practice for e-Safety and Online Communication

*This suite of policies outlines Mountview's IT infrastructure and approach to digital communications, security and safe practice*

4. CHILD PROTECTION

*Mountview's Child Protection Policy is in place for all young people's ENAGAGE programme work and work carried out in local school or community settings with young people or vulnerable adults.*

5. STUDENT SUPPORT

5.1 Student Induction Policy

5.2 Fitness to Study Policy

5.3 Personal Tutor Policy

5.4 Behaviour & Discipline Policy

5.5 Bullying & Harassment Policy

*This suite of policies sets a procedural frame work and approach to ensure a creative conducive environment is maintained; open and safe communication lines are achieved allowing for preventative support and safeguarding action or reaction where appropriate.*

## 6. LEARNING SUPPORT

### 6.1 Disabilities

### 6.2 Special Educational Needs (SEN)

*These policies and procedures ensure students with additional educational needs are able to continue their studies and are not artistically or academically penalised due to a specific disability or learning difficulty*

## 7. HEALTH & WELLBEING

### 7.1 Counselling

### 7.2 Nutrition

### 7.3 Mental Health Support

### 7.4 Physical Health Support

*This suite of policies outlines Mountview's approach and the support measures in place to allow a student's physical and emotional health & wellbeing to be maintained, nourished and developed through their training*

Effective safeguarding is also supported by the following Associated Policies:

1. Confidentiality & Data Protection
2. Health & Safety (inc. Campus Security)
3. Admissions & Registry
  - 3.1 General regulations
  - 3.2 Student Charter
  - 3.3 Student Complaints Procedure (non-academic)
  - 3.4 Medical History Policy
  - 3.5 Auditions Policy
4. Human Resources / Staff Related
  - 4.1 Recruitment
  - 4.2 One to One Working
  - 4.3 Disclosure & Barring Service (DBS) Policy
  - 4.4 Staff Induction
  - 4.5 Staff Handbook
  - 4.5 Whistle Blowing Policy
  - 4.6 Mentors Policy
  - 4.7 Off-Site Working / Visits Policy
  - 4.8 Bully & Harassment Policy

## 5. LEGAL GUIDANCE

As noted above, there is no government legislation specifically directed at safeguarding adults in Higher Education Institutions (HEI).

This policy is based on the core principles recognised in child protection and safeguarding legislation and policy. These include:

- The Children's Act 1989
- The Education Act 2002
- Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012
- The Rehabilitation of Offenders Act 1974
- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2015
- The Counter Terrorism and Security Act 2015.

The Government has also identified key principles for safeguarding which the Academy believes should underpin all of our work with students.

- **EMPOWERMENT:** Presumption of person-led decisions and informed consent.
- **PROTECTION:** Support and representation for those in greatest need.
- **PREVENTION:** It is better to take action before harm occurs.
- **PROPORTIONALITY:** Proportionate and least intrusive response appropriate to the risk presented.
- **PARTNERSHIP:** Local solutions through services working with their communities.
- **COMMUNITIES:** Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- **ACCOUNTABILITY:** Accountability and transparency in delivering safeguarding.

The Care Act 2014

## **6. SAFEGUARDING PROCEDURE GUIDELINES**

### **6.1 Recognising and reporting a safeguarding concern – basic rules**

There are two basic rules that a staff member should always follow if they have a safeguarding concern:

1. Do not ignore it
2. Do not work in Isolation

Any concerning behaviour involving the wellbeing and welfare of a student, must be reported and recorded as detailed below.

### **6.2 Identifying a concern - Thresholds of Need; Categories of Abuse**

Recognising a concern and identifying indicators in a student's behaviour, appearance or demeanour are essential for the implementation of effective safeguarding.

Advice and guidance can be found in:

SECTION 7 - Specific Safeguarding Concerns

APPENDIX A - Assessing level of risk & thresholds of need

### **6.3 Actions by the staff member**

For a full procedural flow chart for all staff members and students see APPENDIX A

Any concerns regarding a student's wellbeing should be discussed immediately with your relevant line manager or head of department.

Where this concern may be considered 'high risk' and a staff member is concerned for a student's immediate or on-going welfare, a designated Safeguarding Officer should be contacted immediately.

See APPENDIX C for contact details of Safeguarding Officers.

For guidance on assessing the level of risk / threshold of need, see APPENDIX A.

If a staff member is unsure of who to contact, or the line manager or Safeguarding Officers are unavailable, Student Services should be informed.

### **6.4 Dealing with a Disclosure;**

If a student makes a disclosure of abuse, neglect, or presents a potential risk of significant harm to themselves directly to a staff member, the staff member should;

- Listen carefully to what is said and allow the person to tell you at their own pace
- Record/Write down basic factual information; seek any necessary clarification of facts, but try to avoid asking leading questions. Avoid offering any opinion or advice.

- Let the person know that they have done the right thing in disclosing information and, whilst you will not be able to keep the matter confidential, assure them that information will only be shared with people who need to know and who can provide help and support.

Staff members should be aware that it is their duty to tell the appropriate person when significant harm or risk is disclosed or they have a safeguarding concern. It is not their duty to make a judgement about what action Mountview should take (this is the responsibility of the Designated Safeguarding Lead Officers).

### **6.5 Actions by the line manager/head of department**

Where the disclosure or concern presented is considered low risk, the personal tutor should be informed and internal support mechanisms implemented.

Where the disclosure or concern presented is considered medium or high risk the line manager/head of department should:

- Record all information including who is concerned (facts, dates and times etc.).
- Talk to a Mountview Safeguarding Officer about the safeguarding concern or disclosure.
- Work with the relevant Safeguarding Officer to assess the level of risk and agree what action should be taken (see next section).
- Meet with the student as soon as possible to explain what action is being taken.

For guidance on assessing the level of risk / threshold of need, see APPENDIX A.

Where a safeguarding concern is raised by staff members at Mountview and not through a student disclosure, the student must be informed at the soonest opportunity and throughout the process, unless this may raise the risk of significant harm.

If a colleague shares a concern regarding a staff member within Mountview, this must be reported to the Safeguarding Lead Officer without delay and before the end of the working day.

### **6.6 Actions by the Safeguarding Officer**

Where safeguarding concerns are raised, regardless of the level of risk, a 'Record of Safeguarding Concern' form should be created. See APPENDIX B

If the level of risk is high and the situation is urgent, take immediate action to protect the student. This may involve:

- *Calling an ambulance so the student is taken by Health Care professionals to A&E*
- *Calling the Police*
- *Calling the relevant Haringey Social Services Emergency Duty team*
- *Calling the relevant Prevent co-ordinator*



Where significant harm is suspected and there are immediate concerns of danger, the concern will need to be referred immediately to relevant local services or external agencies (no later than 24 hours).

Where there is uncertainty over whether a referral should be made Social Services should be contacted for advice. If for any reason Social Services cannot be contacted the concern can be reported to the local police or Community Safety Unit.

Where a safeguarding concern has been raised or procedure initiated (regardless of level of risk) the designated Safeguarding Lead should notify and fully brief the Mountview senior executive.

#### **6.7 Where a referral to Social Services / Prevent Co-ordinator is not considered necessary;**

Regardless of level of risk involved a 'Record of Safeguarding Concern' form must always be created.

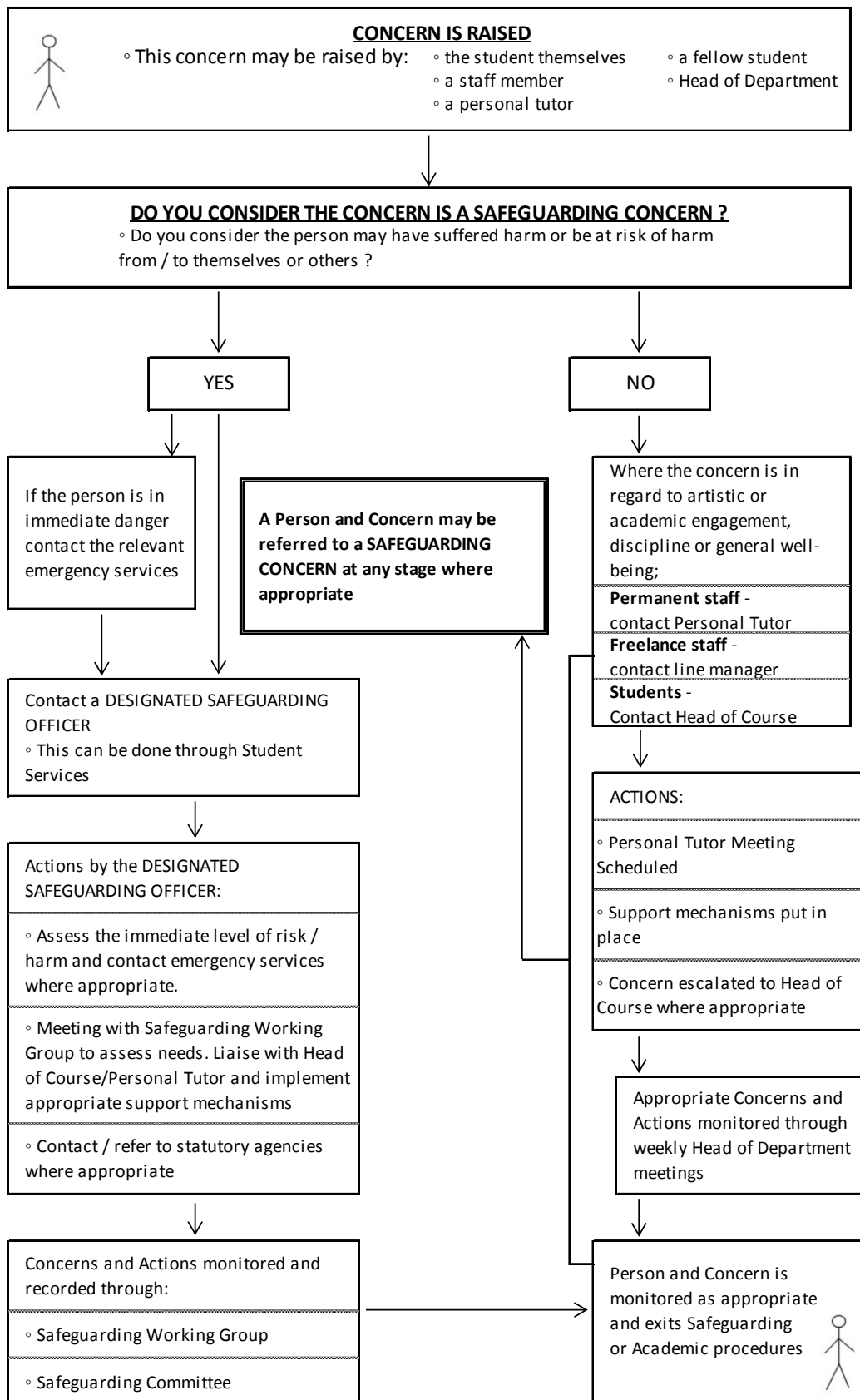
Where appropriate, other referral options should be considered to offer the individual further support; these may include:

- *Referral to the Mountview Counsellor*
- *Referral to professional services including, Dyslexia/Learning support, NHS clinics (anorexia / dietary etc.)*

Where the level of risk is not considered high:

- *Notify the students personal tutor where appropriate*
- *Arrange a meeting with the student concerned to address the issues and implement any relevant actions and procedures*
- *Raise the issue at next HOD meeting through Students Causing Concern agenda point*
- *The student involved and issue should be regularly monitored until the issue is resolved*

## 7. SAFEGUARDING PROCEDURAL FLOW CHART



## **8. SPECIFIC SAFEGAURDING CONCERNS**

### Physical Harm

Where someone may have suffered or is at risk of suffering Physical Harm. This may be historical, through familial or partnership relations, social or work environments. This may involve hitting, shaking, throwing, poisoning, burning or scalding.

### Emotional and Psychological Harm

Where someone is suffering from an emotional or psychological maltreatment which may cause severe and persistent adverse effects on the individual's emotional development and well-being.

This may involve controlling behaviour, threats of harm, deprivation of contact, humiliation, blaming, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. It may involve seeing or hearing the ill-treatment of another.

### Neglect

Neglect is the persistent failure to meet a person's basic physical and/or psychological needs, likely to result in the serious impairment of health or development. This may involve failing to protect from physical and emotional harm or danger, failure to ensure adequate support and supervision, or the failure to ensure access to appropriate medical care or treatment.

### Self-Neglect

Self-Neglect is the failure of a person to take care of themselves that causes, or is reasonably likely to cause serious physical, psychological or emotional harm (or damage to or loss of assets).

An act of Self-Neglect may be intentional (active) or non-intentional (passive). This may involve malnutrition, refusal to seek medical advice and self-harming.

### Sexual Abuse

Sexual abuse involves forcing or enticing a person to take part in sexual activities, including prostitution, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts.

### Financial abuse

Financial abuse involves theft, fraud, exploitation, or the misuse or misappropriation of property or possessions.

## Radicalisation

Radicalisation refers to the process by which a person comes to support illegal activity and forms of extremism which may lead to an act of terrorism. The main areas of concern at present include religious extremism, nationalist extremism and animal rights extremism among others.

A person may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that extremists often exploit vulnerabilities in individuals in order to drive a wedge between them and their families and communities. While this list is not exhaustive, critical risk factors can include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **9. RIGHTS & RESPONSIBILITIES**

### **9.1 Responsibilities of Mountview**

- Establish and maintain an environment where students feel safe, can talk freely about their feelings and experiences in structured ways, and are listened to.
- Take effective, timely and robust action to protect students and report concerns according to the procedures outlined in this policy.
- Ensure that enhanced DBS checks are undertaken on eligible staff in accordance with DBS guidelines.
- Ensure there is a commitment to 'safer recruitment' in selection and vetting of staff; and ensure that all staff are adequately aware of and supported in matters regarding safeguarding procedures.
- Ensure that all staff and students are aware of this safeguarding policy and will implement procedures and protocols in accordance with this policy.
- Notify relevant external agencies where an appropriate safeguarding concern is identified or suspected; and
- Ensure that all referrals to external agencies have full information in relation to identified risk.

### **9.2 Responsibilities of Mountview staff**

- Staff must make sure they are familiar with the safeguarding policy and procedures and are able to follow procedures if appropriate.
- Staff are responsible for their own professional conduct, and the welfare of students (physical and emotional) through their working practice.
- Staff should always take action according to this policy if they have safeguarding concerns.
- Staff members must declare any relevant existing convictions. Failure to do so will be regarded as gross misconduct, and may result in dismissal.
- Staff who hold a position which includes "substantial, unsupervised access on a sustained or regular basis" to children and vulnerable adults, must declare all previous convictions whether spent or unspent and all pending cases against them, and consent to an Enhanced DBS check being carried out.

### **9.3 Rights of those who report safeguarding concerns**

- All those reporting maltreatment, making an allegation or expressing concern, whether they be staff or students will be listened to and taken seriously and their concerns will be acted on in accordance with this policy.
- Students and Staff will be given immediate protection from the risk of reprisals or intimidation.
- This includes a respect for confidentiality for when reporting concerns.

### **9.4 Rights of students**

- Students have the right to see this policy.

- All students have the right to be listened to and to have alleged incidents and concerns taken seriously and acted on in an appropriate way.
- Students have the right to receive sensitive, fair and respectful treatment during the processes undertaken in line with this policy.
- Students have the right to have their wishes and feelings taken into account when safeguarding decisions about actions are being made.
- Students (and parent/guardians; in relation to a student under 18 or where a student has given permission for a parent/guardian to be involved) have the right to be consulted and informed about decisions made, including if the actions taken by Mountview are against their wishes, and to receive information about the actions taken and their outcomes.

## **10. WORKING PRACTICE & PROTOCOLS**

### **10.1 Disclosure and Barring Service (DBS) checks**

- All staff working with Mountview who have regular unsupervised contact with children and vulnerable adults will have enhanced Disclosure and Barring Service (DBS) checks. *(For more information please see Mountview Disclosure and Barring Service Policy)*

### **10.2 Induction & training**

- All Mountview staff will be made aware of and familiarise themselves with the Academy's safeguarding and associated policies and procedures during induction into their role.
- All staff will be made aware of who the Safeguarding Leads are and how to implement the safeguarding policy.
- All Mountview students will be made aware of the Safeguarding and associated policies and procedures during their induction week and in their Programme handbooks.
- Mountview will maintain a training register/log in relation to 'Safeguarding' and 'Health & Safety' related training for full-time staff.
- Termly Staff Development Days will have a section of the day dedicated to Safeguarding training.
- Designated Safeguarding Officers and Designated Safeguarding leads will refresh their training at regular intervals in line with Government legislation and best practice.

### **10.3 Management**

- Mountview will appoint Safeguarding Officers who will receive relevant training in how to implement the safeguarding policy and liaise with other organisations.
- The Designated Safeguarding Lead Officer will communicate directly with Heads of Department on safeguarding matters where appropriate.
- Anonymised reports on safeguarding issues will be provided to the Executive Management Team / Board of Governors as required.
- Heads of Department will participate in 'safer recruitment' training.
- Heads of Department will ensure that they are familiar with this safeguarding policy and have informed the staff they manage about it; and
- Safeguarding Officers will work with staff where appropriate to ensure the effective implementation of this policy.

### **10.4 Record keeping**

- Mountview will keep a written record of any safeguarding concerns or incidents. These records will be kept securely by the Safeguarding Leads.
- It is important that this information is recorded as factually as possible. Disclosures of information should include what was said or observed, all persons involved, the date and time of what has occurred, the date of disclosure and, if there are observable, any injuries.
- Any actions agreed and/or taken must also be recorded.
- Records should be completed as soon as is reasonably practical and ideally within twenty-four hours of a disclosure or incident occurring.

- Documentation or statements must be given to a Safeguarding Officer.
- A written record must always be kept, even where there is no referral to statutory authorities.
- Written documentation will be kept for as long as deemed necessary, in line with the Data Protection Act 1998 and best practice.



## **11. CONFIDENTIALITY**

### **11.1 Student confidentiality**

Mountview is an organisation that offers a safe and secure environment to its students. This means that Mountview will not disclose personal information about a student to an external third party without the individual's consent, unless there is a risk of significant harm.

Staff members should however be clear with students that information may be shared with other relevant Mountview staff for the purposes of student support and guidance, and safeguarding.

### **11.2 Confidentiality and sharing information between agencies**

In certain circumstances Mountview may have a legal duty to break confidentiality without the consent of a student, if we have evidence of a real risk of significant harm (a "genuine concern for a student's welfare")

We will always discuss this with the student and inform them of our actions, unless the paragraph below applies.

It is legally acceptable to break confidentiality without informing a student if informing them would lead to high likelihood of significant harm. For example, if by informing the student they are highly likely to immediately attempt suicide, hurt someone else, or disappear.

### **11.3 Disclosure of disability**

If a student makes a disclosure of a disability to a staff member and the student has not yet declared this disability to the relevant student services officer at Mountview, the staff member should ensure that their Head of Department and student support services are notified.

The disability disclosed may be a physical or sensory impairment, mental health difficulty, a specific learning difficulty such as dyslexia, or an unseen medical condition and may not relate to a safeguarding concern at all.

However, the information must still be shared with the relevant staff so Mountview can respond appropriately and ensure that any reasonable adjustments are implemented.

### **11.4 Safeguarding concerns about Mountview staff**

If there are safeguarding concerns about a person working for Mountview, a Safeguarding Lead Officer should be informed immediately. Mountview understands that this may be sensitive, but the organisation has a duty to safeguard all students and staff.

## APPENDIX A

### **ASSESSING LEVEL OF RISK & THRESHOLDS OF NEED**

Safeguarding procedures are based on an assessment about the student's needs.

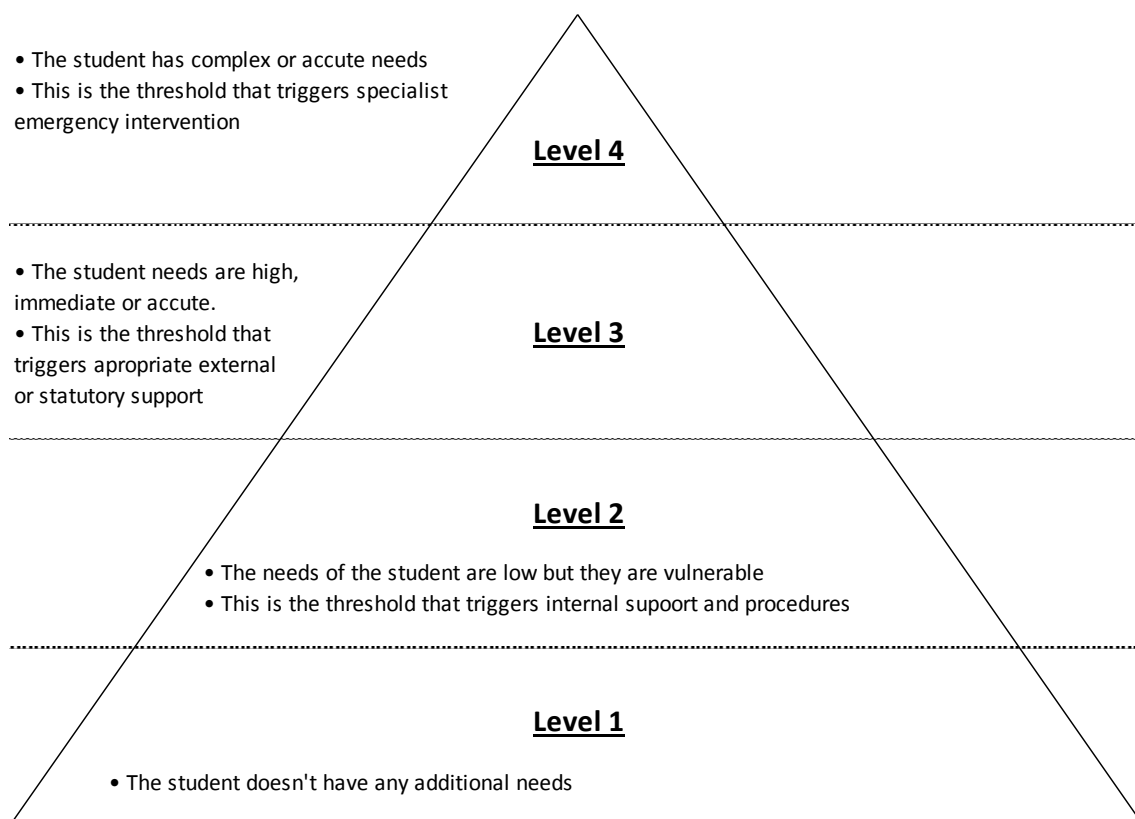
Statutory guidance groups needs into four levels, with different duties at each level.

Level 1: Universal needs – the student doesn't have any additional needs at the moment and universal services are adequate in meeting the needs they do have.

Level 2: Low needs but someone is vulnerable – the needs of the student are not clear, not known or not being met. This is of concern. This is the threshold that triggers internal procedures (Well-being and Fitness to Study, Personal Tutor Scheme or a safeguarding cause for concern).

Level 3: High needs – the needs of the student require longer interventions to be met, are at a high level and/or require statutory or specialist interventions. This is the threshold that triggers specialist internal and external intervention.

Level 4: Complex or acute needs – the needs of the student are immediate, complex or acute. There are high risks and intensive statutory support is required. This is the threshold that triggers specialist emergency service intervention.



People's situations can go up or down these levels. The aim is that, through appropriate action and support, the level of need goes down.

In regard to Children or Vulnerable adults:

- It is ultimately the responsibility of Social Services to judge the level of need.
- Child protection teams are only legally responsible for providing services for people at level 4, although they will usually be involved with people at level 3.
- Other health, education, voluntary or support services will pick up working with children and vulnerable adults judged to be at level 2.
- Many referrals made to Social Services will not meet level 4 after assessment and a referral will be closed or passed back to other agencies. However, Social Services will always help a referring agency to make a judgment about need and staff should never hesitate to refer if necessary.

This information is provided as a background explanation. Mountview staff should not be making an assessment of level of need. This is ultimately a job for Social Services, external agencies and professionals.

Within Mountview, the Designated Safeguarding Leads are ultimately responsible for the triggering of safeguarding referrals to external agencies.

APPENDIX B

**RECORD OF SAFEGUARDING CONCERN FORM**

Student/Staff Member name:
Your name:
Today's Date:
Date concern was raised or event occurred:
Details:
Action Taken:
What is the estimated risk to the student? (1=low, 5=high) 1      2      3      4      5
Notes on reviewing case:
I confirm that a note has been put on the student's file:

Signed: \_\_\_\_\_

Review date: \_\_\_\_\_ Reviewed: \_\_\_\_\_

Co-signed: \_\_\_\_\_

## APPENDIX C

### **MOUNTVIEW SAFEGUARDING CONTACTS**

#### Safeguarding & Prevent Lead Officer

Jeremy Smeeth: [jeremysmeeth@mountview.org.uk](mailto:jeremysmeeth@mountview.org.uk) 020 8829 0033

#### Deputy Safeguarding Officers

Eddie Gower: [eddiegower@mountview.org.uk](mailto:eddiegower@mountview.org.uk) 02088269219

Tessa Gillett: [tessagillett@mountview.org.uk](mailto:tessagillett@mountview.org.uk) 02088290036

Amy Barber: [amybarber@mountview.org.uk](mailto:amybarber@mountview.org.uk) 02088269216

#### Child Protection Officer

Annie Hodson: [anniehodson@mountview.org.uk](mailto:anniehodson@mountview.org.uk) 020 8826 9217

#### Governor Safeguarding Lead

Paul Roberts: c/o Amy Lockley [amylockley@mountview.org.uk](mailto:amylockley@mountview.org.uk)

## APPENDIX D

### **HARINGEY SOCIAL SERVICES CONTACTS**

Haringey Council advise that individuals who wish to report or discuss concerns regarding Safeguarding and abuse should contact the Multi Agency Safeguarding Hub (MASH) which is staffed with professionals from a range of agencies including:

- Children's Social Care
- Adults Social Care
- Police
- Health and Probation

The MASH team can be contacted by calling; 020 8489 4592 / 5652 /5762 / 4582

Monday to Thursday: - 8.45am – 5pm

Friday: 8.45am – 4.45pm

If there is an urgent problem when offices are closed, Haringey has an 'out of hours' service for emergencies. An emergency is considered to be something that cannot wait until the next working day when the full range of services will be available.

To contact the Emergency MASH Team call: 020 8489 0000.

This service operates between 5pm to 9am, Monday to Thursday; 4.45pm to 9am, Friday. 24 hours at the weekend and Bank Holidays

Concerns can also be reported in writing to:

Haringey First Response Service  
48 Station Road  
London  
N22 7TY

### **PREVENT CO-ORDINATION CONTACTS**

#### Local Authority Prevent Leads

Christina Andrew – Haringey Prevent Policy Officer – [Christina.andrew@haringey.gov.uk](mailto:Christina.andrew@haringey.gov.uk)  
0208 849 1280

#### BIS / HEFCE Regional Co-ordinator

BIS Prevent Co-ordinator: Sheri Alamgir – [alamgir.sheriyar@camden.gov.uk](mailto:alamgir.sheriyar@camden.gov.uk) - 020 7974 5828

## APPENDIX E

### **DEFINITIONS USED IN THIS POLICY.**

#### Definition of a child

A child is legally defined as any person under the age of 18 yrs.

#### Definition of a vulnerable adult

A vulnerable adult is someone aged 18 years or over who 'is or may be in need of community care services by reasons of mental health or other disability, age or illness' and 'is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.

#### Considerations in regard to where an Adult may be classed as 'Vulnerable'

Where Mountview's Short Courses 'ENGAGE' programme delivers training for Young People under the age of 18 or Vulnerable Adults, Mountview's Child Protection and Code of Practice will be followed.

There are no hard and fast definitions of what makes an adult vulnerable. Making a judgement about vulnerability is a process based on gathering evidence and on discussion with the person concerned, others, and with the Safeguarding Lead.

Vulnerability may be caused by something inherent to the person – for example, having a learning disability or mental health issue or frailty due to old age – and this can be lifelong, acquired or temporary.

However, it is very important to understand that a personal characteristic in itself does not make (or categorise) someone vulnerable – i.e. not everyone with a learning disability, mental health issue will be vulnerable.

It is very important in terms of disabled and older people's equality and rights not to assume someone is vulnerable just because of who they are.

What actually makes someone vulnerable is the interaction of their personal characteristic with an inability to protect themselves from harm at this moment in time.

Vulnerability may also exist not because of anything inherent to the person but due to the circumstances they are living in, for example they are homeless, living in an abusive relationship or having a mental health crisis of some kind. Again, what makes someone vulnerable in these circumstances is an inability to protect themselves against significant harm.

Vulnerable adults can be at risk of being open to recruitment to extremist groups by radicalisers who encourage others to develop or adopt beliefs and views supportive of terrorism, and forms of extremism leading to terrorism.

## Definitions of student and staff member in relation to safeguarding

### *Student*

The term student applies to anyone who attends or takes part in a Mountview activity as a participant.

This includes:

- young people who register onto and attend Mountview's 'ENGAGE' programme
- people who register onto and attend Foundation, Diploma or degree programmes

### *Staff member*

Staff member means anyone with an employment contract from Mountview, including those working as Visiting Professionals or working on a freelance basis. It includes members of the Governing Body and third part contractors, while working under contract with Mountview.

All staff will always be encouraged to share safeguarding concerns that they may have, have witnessed or been made aware of.

## Definition of abuse

Abuse can consist of a single or repeated act of harm or exploitation. It may be perpetrated as a result of deliberate intent, negligence or ignorance.

Categories of Abuse:

- Physical
- Verbal
- Psychological
- Emotional
- Financial
- Sexual

Abuse may be caused as a result of neglect or an omission to act.

For vulnerable adults, abuse can also occur when the person is persuaded to enter into a financial arrangement, support for terrorism or a sexual relationship to which they have not, or could not, offer informed consent to or understand.

## Definition of radicalisation and extremism

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist or extremist groups or acts.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.