

Bristol Old Vic Theatre School

Safeguarding Adults Policy

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Document Approved by:	BOVTS Academic Board and Council of Trustees
Date Approved:	May 2023
Review Date:	May 2025

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Section 1: Safeguarding Adults Policy

Introduction

The Bristol Old Vic Theatre School ('the School') offers world-leading conservatoire training for actors, stage managers, directors, writers, designers and technical stagecraft specialists. This document sets out the policy of the School to ensure a safe creative learning environment for everyone including the School's own students.

The Bristol Old Vic Theatre School believes all individuals have a right to learn and develop within a safe environment, and is committed to protecting its students and participants from harm. 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. The School also recognises its responsibilities to protect staff, students and visiting practitioners against unfounded allegations of abuse. This policy aims to ensure that young people, adults and students, and all those who work with them, are safe and supported within the School and its organised activities.

The School is committed to Safeguarding Adults in line with national legislation and relevant national and local guidelines.

The School will safeguard adults by ensuring that its activities are delivered in a way which keeps everyone safe.

The School is committed to creating a culture of zero-tolerance of harm to adults which necessitates:

- the recognition of adults who may be at risk and the circumstances which may increase risk;
- knowing how adult abuse, exploitation or neglect manifests itself; and
- being willing to report safeguarding concerns.

This extends to recognising and reporting harm experienced anywhere, including within our training or other organised activities, in the community, in the person's own home and in any care setting.

The School is committed to best safeguarding practice and to uphold the rights of all adults to live a life free from harm from abuse, exploitation and neglect.

The School's Vision

We will continue to be an exemplar in modern international drama training, preparing exceptional young professionals to forge their careers in tomorrow's creative industries.

The School delivers world-class training through intensive, industry-recognised and practical learning, delivering graduates across all disciplines ready for work in their chosen career path locally, nationally and internationally.

The School's Values

Belong: we are sincere, we accept uniqueness and we adapt to include everyone who is part of our diverse and welcoming cultural community.

Challenge with a safety net: we are always learning in a practical and dynamic way; creating and collaborating within a forward-looking, safe and caring environment.

Identify great talent: we look to all backgrounds and communities to find the creative potential who will join us in setting the tone for excellence in our industry.

Inner confidence: we are proud of our expertise and passionate about passing it on to the next generation of industry professionals, knowing they will make a difference.

Work productively & properly: we are efficient, respectful and collaborative and understand that everyone needs down-time.

Policy Statement

Bristol Old Vic Theatre School ('the School') believes everyone has the right to live free from abuse or neglect regardless of age, ability or disability, sex, race, religion, ethnic origin, sexual orientation, marital or gender status.

The School is committed to creating and maintaining a safe and positive environment and an open, listening culture where people feel able to share concerns without fear of retribution.

The School acknowledges that safeguarding is everybody's responsibility and is committed to prevent abuse and neglect through safeguarding the welfare of all adults involved.

The School recognises that health, well-being, ability, disability and need for care and support can affect a person's resilience. We recognise that some people experience barriers, for example, to communication in raising concerns or seeking help. We recognise that these factors can vary at different points in people's lives.

The School recognises that there is a legal framework within which the organisation needs to work to safeguard adults who have needs for care and support and for protecting those who are unable to take action to protect themselves and will act in accordance with the relevant safeguarding adult legislation and with local statutory safeguarding procedures.

Actions taken by the School will be consistent with the principles of adult safeguarding ensuring that any action taken is prompt, proportionate and that it includes and respects the voice of the adult concerned.

The School will work in partnership with appropriate individuals and agencies to support those for whom it has a duty of care and to promote safeguarding.

For the purpose of this policy, the School has safeguarding responsibilities in relation to:

- All current students
- Prospective students engaged in the School's activities
- Adults registered as or prospective students
- Adults engaged in School activities
- Staff in the course of their duties.

Purpose of the Policy

The purpose of this policy is to demonstrate the commitment of the Bristol Old Vic Theatre School to safeguarding adults and to ensure that everyone involved in the School is aware of:

- The legislation, policy and procedures for safeguarding adults.
- Their role and responsibility for safeguarding adults.
- What to do or who to speak to if they have a concern relating to the welfare or wellbeing of an adult within the organisation.

This policy is intended to ensure that:

- The School operates in an environment that is safe for members of its community;
- It takes into account the legislative context and relevant guidance and good practice in the education sector;
- Staff, students, visiting practitioners and other members of the School community understand their roles and responsibilities in respect of safeguarding;

- The School ensures that appropriate action is taken in the event of incidents/concerns of abuse or risk of harm and support provided to the individual/s that raise or disclose the concern;
- To ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored;
- To prevent the employment/deployment of unsuitable individuals; and
- To ensure robust safeguarding arrangements and procedures are in operation.

The School's Safeguarding Policy and procedures will be widely promoted and are mandatory for everyone involved in the School. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the School.

For the purposes of this document, reference to staff includes all permanent, fixed-term, part-time and contracted staff as well as Council of Trustee Members.

Scope

This Safeguarding Adults Policy and associated procedures apply to all individuals involved in the Bristol Old Vic Theatre School including Trustees, Staff, Students, Visiting Practitioners and Contracted Staff and to all concerns about the safety of adults whilst taking part in our organisation, its activities and in the wider community.

We expect our partner organisations to adopt and demonstrate their commitment to the principles and practice as set out in this Safeguarding Adults Policy and associated procedures.

The School's full-time higher education students are over 18 years of age (*this is an entry requirement*). The School also offers programmes that may include young people under the age of 18. The current contexts in which the School works with young people under the age of 18 are:

- The School's Widening Access programme, including the School Young Artists Company, and young people attending any events at the School organised by the Marketing/Widening Access team
- Short courses and day classes, especially those targeted at the 16-25 age group
- Nativity and Theatre in Education tours to primary or secondary schools and associated workshops
- Open Days
- Schools' tours of the School and information days about the School

- as a venue for external organisations and companies, including young people in the audience and, on occasion, performing;

The School is aware that safeguarding legislation for children and adults differ and it has therefore developed a separate Safeguarding Policy for under 18s which can be found **here**. The School also has a separate Designated Safeguarding Lead for under 18s.

Commitments

In order to implement this policy the School will ensure that:

- Everyone involved with the School is aware of the safeguarding adult procedures and knows what to do and who to contact if they have a concern relating to the welfare or wellbeing of an adult.
- Any concern that an adult is not safe is taken seriously, responded to promptly, and followed up in line with Bristol Old Vic Theatre School's Safeguarding Adults Policy and Procedures.
- The well-being of those at risk of harm will be put first and the adult actively supported to communicate their views and the outcomes they want to achieve. Those views and wishes will be respected and supported unless there are overriding reasons not to (see the Safeguarding Adults Procedures).
- Any actions taken will respect the rights and dignity of all those involved and be proportionate to the risk of harm.
- Confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored in line with the School's Data Protection Policy and Procedures.
- Bristol Old Vic Theatre School acts in accordance with best practice advice with other Higher Education Providers, the Office for Students, the Charity Commission, the Ann Craft Trust, etc.
- The School will cooperate with the Police and the relevant Local Authorities in taking action to safeguard an adult.
- All trustees, staff, students, visiting practitioners and any other contracted staff understand their role and responsibility for safeguarding adults and have completed and are up to date with safeguarding adult training and learning opportunities appropriate for their role.

- The School uses safe recruitment practices and continually assesses the suitability of staff and visiting practitioners to prevent the employment/deployment of unsuitable individuals in the School.
- The School will share information about anyone found to be a risk to adults with the appropriate bodies. For example: Disclosure and Barring Service, Services, Police, Local Authority/Social Services.
- When planning activities and events the School includes an assessment of, and risk to, the safety of all adults from abuse and neglect and designates a person who will be in attendance as a safeguarding lead for that event.
- Actions taken under this policy are reviewed by the Council of Trustees and Senior Management Team on an annual basis.
- This policy, related policies and the Safeguarding Adults Procedures are reviewed no less than on a two yearly basis and whenever there are changes in relevant legislation and/or government guidance as required by the Local Safeguarding Board, the Charity Commission and the Office for Students or as a result of any other significant change or event.

Implementation

Bristol Old Vic Theatre School is committed to developing and maintaining its capability to implement this policy and procedures.

In order to do so the following will be in place:

- A clear line of accountability within the organisation for the safety and welfare of all adults.
- Access to relevant legal and professional advice.
- Regular management reports to the Council of Trustees detailing how risks to adult safeguarding are being addressed and how any reports have been addressed.
- Safeguarding adult procedures that deal effectively with any concerns of abuse or neglect, including those caused through poor practice.
- A Designated Safeguarding Lead/Safeguarding Officer (see Appendix 1).
- A delegated Designated Safeguarding Lead/Safeguarding Officer for external school events.

- A standing Case Management Group with an appointed Chair and clear Terms of Reference.
- A process for forming a Case Management Group on a case by case basis within clear terms of reference.
- Arrangements to work effectively with other relevant organisations to safeguard and promote the welfare of adults, including arrangements for sharing information.
- Codes of conduct for Staff, Visiting Practitioners and other relevant individuals that specify zero tolerance of abuse in any form.
- Risk assessments that specifically include safeguarding of adults.

Associated Policies

This document should be read in conjunction with the following policies, procedures and guidelines which express the School's approach to ensuring all students and staff can work and study in a safe, respectful and welcoming environment. These include:

- BOVTS Safeguarding Adults Policy (for over 18s)
- BOVTS Safeguarding Adults (over 18s) Procedures
- BOVTS Safeguarding Children (under 18s) Policy and Procedures
- Safeguarding Codes of Conduct Code of Conducts and a process for breach of these - Staff, Students, Visiting Practitioners, other Contracted Staff
- BOVTS Recruitment and Selection Policy and Staff Contracts
- BOVTS Equal Opportunities Policy
- [BOVTS Prevent Policy](#)
- [BOVTS Prevent Strategy](#)
- [BOVTS Whistleblowing Policy](#)
- [UWE/Students' Union at UWE joint policy statement on: Zero tolerance to sexual and domestic violence, abuse and harassment](#)
- [BOVTS Equality Diversity & Inclusion Policy](#)
- [UWE Student Conduct Policy](#)
- [UWE Fitness to Study Policy & Procedures](#)

- [UWE Bristol Suicide Prevention and Response Strategy](#)
- [General Information Handbook](#)
- [Health and Safety Policy](#)
- [Student Data Processing Statement](#)

Recruitment, Selection, Induction and Training of Staff

The School recognises that anyone has the potential to abuse adults in some way and will take all reasonable steps to ensure unsuitable people are prevented from working with them. The School complies with its on-going duty to notify the Disclosure & Barring Service (the “DBS”) with any relevant information regarding the conduct of any individual that the School considers to have caused harm or pose a risk of harm to vulnerable groups.

The School will implement appropriate safer recruitment procedures for personnel working on activities with young people and adults at risk, having substantial access to young people and adults at risk, access to personal information or images, or who through the course of their work are liable to find themselves in a position of trust.

These procedures will include:

- Identity and DBS checks carried out on the offer of a post that is likely to have significant contact with children and/or adults at risk.
- Two reference checks that confirm their suitability to work with young people or adults at risk, whenever possible
- Ensuring all existing staff regularly in contact with young people or adults at risk, or working on a one-to-one basis, will have completed enhanced DBS checks.
- All staff contracts will refer to this policy about protecting young people and adults at risk, and by signing contracts, staff will be confirming that they have received a copy of this policy.
- Trustees members may not need to have a DBS clearance because they are unlikely to be in regular unsupervised activity with children, young people or adults at risk. However, if this situation changes, they will be expected to have a DBS check..

It is essential that all staff who have access to adults at risk understand their safeguarding responsibilities and what to do in the event a disclosure is made to them, or they suspect risk of harm or abuse. To aid this, all staff working with students or likely to be in regular contact with adults at risk will receive training on safeguarding during their induction period. This training will be updated every four years or whenever legislation changes. All Bristol Old Vic Theatre School staff may attend safeguarding training, but priority will be given to those working most closely with students, young people and adults at risk whilst working at the School.

Any staff member found to be under the influence of alcohol or drugs whilst working on a School projects will be dismissed with immediate effect. All allegations and incidents of any form of this defined abuse will be taken extremely seriously

In addition to the standard recruitment and selection procedures, a designated member of the Executive Leadership Team (the Principal/CEO or someone nominated by them) will ensure that two written references for new staff, to ascertain what contact the applicant has had with adults at risk plus any relevant issues/concerns, are procured before the offer of a contract of employment is finalised.

Once new staff begin working within the School, they will be required to read and sign the Safeguarding Policies and Procedures and will not work on student-facing events independently, until their DBS (Disclosure & Barring Service) certificate can be produced.

New staff who are likely to have regular contact with children and young people will be required to complete an Enhanced DBS check. A DBS Counter Signatory will process a DBS application and the staff member will be required to bring in their valid DBS certificate once it arrives and submit this to the Finance Director in accordance with the School's policy. If a DBS certificate is not produced within the expected time period, the DBS Counter Signatory will track the application/process a new DBS application if appropriate. Receipt of an enhanced DBS certificate should be a condition of employment. Student workers and other freelance staff/volunteers will not be permitted to work on student-facing events without their DBS certificate having been completed and recorded.

Bristol Old Vic Theatre School requires that:

- All staff (both permanent and those freelancers who regularly work at the School on a weekly basis) will only be employed if they agree to and complete the disclosure procedure recommended by the Disclosure & Barring Service (according to the level appropriate for the candidate's role).
- Two references are given from previous employers confirming their suitability to work with young people and the School's students.
- All new permanent staff complete an application form. The application form will elicit information about an applicant's past and a self-disclosure about any criminal record.
- All new staff and freelance staff working at the School on an irregular basis will complete a New Starter Form and show proof of identity. The identity of all new staff is verified from their passport or other photographic ID and proof of address must be provided. The applicant's right to work in the UK must be evidenced through documentation. Only original documents are accepted.
- All staff including visiting practitioners and occasional guest staff including adults engaged in the School's outreach programmes must have read, understood and agree to adhere to the School's Code of Conduct and Safeguarding Procedures, the

Safeguarding Policy and Prevent Policy (to Support the Prevention of Extremism and Radicalisation).

Full details of the School's Safer Staffing procedures can be found in the School's Recruitment Policy & Procedures available from the Principal/CEO.

Written references - Restrictions on working independently

Enhanced DBS check DBS are renewed at least every 3 years.

Staff should both actively share and request School information on students with disabilities, access needs and safeguarding information where relevant. This may also include providing Bristol Old Vic Theatre School's safeguarding information to Schools when necessary.

In preparing risk assessments staff should ensure that other agencies (where appropriate) have an adequate Safeguarding policy and that all adults working with children or young people have DBS clearance. Where adults do not have DBS clearance, all children and young people will be accompanied by staff or an ambassador holding enhanced DBS certificates at all times.

Risk Assessment

A designated member of staff should complete a risk assessment before any new or changed programme, event, visit or any other activity involving any young people or adults at risk. A risk assessment should:

- Incorporate the standard health and safety risk assessment.
- Identify the nature, length and frequency of the contact.
- Consider adults who are particularly at risk.
- Consider whether anyone has allergies, is on medication, has any disabilities (physical or mental), behavioural difficulties or any other support requirements.
- Identify any potential areas for harm and detail action to prevent harm occurring, which might.

include consideration of alternative working practices.

- Be agreed with the appropriate line manager in advance of the event.

Reporting to Council of Trustees

Regular Safeguarding and Student Support Reports are submitted to the School's Trustees to be considered as a standing agenda item at each of their Committee meetings. These reports provide the Trustees with monitoring information to enable them to consider whether the School's Safeguarding protection duties are effectively discharged. This will include information in respect of staff training and anonymous case details. Trustees will receive an update on any safeguarding/Prevent matters arising during the course of the

year as a standing item as part of the Student Support Manager/Designated Safeguarding Lead's report.

This safeguarding policy will be updated annually and any substantive changes will be flagged to staff.

Staff/Student relationships

At the Bristol Old Vic Theatre School, all staff, visiting practitioners and anyone formally representing the School are considered to be in a position of trust. The School considers it unethical for staff and visiting practitioners to enter into sexual or romantic relationships with students over the age of 18, and failure to disclose any such relationship may result in disciplinary action being brought. Please see the Staff-Student Relationship Policy for further information. Please also see the School's Student Code of Conduct.

Use of IT facilities

The School's policies on the use of IT (see the Staff and Student Handbooks for respective policies) prohibits their use to access, store or distribute pornographic material). The School's shared IT facilities are available to staff, students and visiting practitioners, including graduates.

Alcohol

The School takes reasonable steps to seek to ensure that the law is not broken in relation to licensed premises under the School's control but cannot undertake to supervise individual students. Higher Education students are bound by the Student Code of Conduct in relation to the purchase and consumption of alcohol whilst on the premises.

Parental and third party involvement

In normal circumstances, the School deals directly with students (with whom it has a contractual relationship) and not with parents or other third parties, and this approach applies to students who are adults at risk.

The Bristol Old Vic Theatre School has duties under data protection legislation to preserve the right to privacy and confidentiality of students. The School therefore only discloses information regarding students (including adults at risk) to third parties (including parents, guardians, trusted contacts and next of kin) in accordance with its Data Protection Policy.

The Prevent Duty

The Prevent Duty places on Higher Education institutions a statutory duty to have due regard to prevent people being drawn into terrorism. If you suspect or have reason to believe that a student

may be drawn into terrorism please follow safeguarding protocols, and pass on the concern within 24 hours.

Section 2: Supporting Information

Key Points

- There is a **legal duty on Local Authorities** to provide support to ‘adults at risk’.
- **Adults at risk** are defined in legislation and the criteria applied differs between each home nation.
- The safeguarding legislation applies **to all forms of abuse** that harm a person’s well-being.
- The law provides a framework for good practice in safeguarding that makes the overall **well-being** of the adult at risk a priority of any intervention.
- The law in all four home nations emphasises the importance of **person-centred safeguarding**, (referred to as ‘**Making Safeguarding Personal**’ in England).
- The law provides a framework for making decisions on behalf of adults who cannot make decisions for themselves (**Mental Capacity**).
- The law provides a framework for higher education providers to **share concerns** they have about adults at risk with the local authority.
- The law provides a framework for all organisations to **share information and cooperate** to protect adults at risk.

Safeguarding Adults – Key Legislation

Safeguarding Adults in all home nations is compliant with United Nations directives on the rights of disabled people and commitments to the rights of older people. It is covered by:

- The Human Rights Act 1998
- The Data Protection Act 2018
- General Data Protection Regulations 2018

The practices and procedures within this policy are based on the relevant legislation and government guidance which in the School's case is England - The Care Act 2014, Care and Support Statutory Guidance (especially chapter 14) 2014

Many other pieces of UK and home nation legislation also affect adult safeguarding. These include legislation about different forms of abuse and those that govern information sharing. For example, legislation dealing with:

- Murder/attempted murder
- Physical assault
- Sexual offences
- Domestic abuse/coercive control
- Forced marriage
- Female genital mutilation
- Theft and fraud
- Modern slavery and human exploitation
- Hate crime
- Harassment
- Listing and Barring of those unsuitable to work with adults with care and support needs

The England and Wales - Mental Capacity Act 2005 outlines legislation about the circumstances in which decisions can be made on behalf of an adult who is unable to make decisions for themselves:

There are specific offences applying to the mistreatment of and sexual offences against adults who do not have Mental Capacity and specific offences where mistreatment is carried out by a person who is employed as a carer: e.g. wilful neglect and wilful mistreatment.

Significant Harm in relation to adults:

A key concept in adult safeguarding work is 'Significant Harm'.

The impact of harm upon a person will be individual and depend upon each person's circumstances and the severity, degree and impact or effect of this upon that person.

Rehabilitation of Offenders Act 1974

This [Act](#) allows people not to declare convictions to employers. People who are involved in situations where they have sustained or prolonged access to children are exempt from the Rehabilitation of Offenders legislation. This means that prospective employees, self-employed workers and volunteers must declare all criminal convictions relating to children, however long ago: and that these will be taken into account when deciding on their suitability for working with children. NB: verification of Criminal Records will be obtained in all cases from the Criminal Records Bureau.

Health and Safety at Work Act 1974

The [Health and Safety at Work Act](#) gives all organisations a legal responsibility to prevent injuries and ill health to employees and others, including members of the public. Much of this responsibility is delegated to managers who have control of work activities but the legislation also provides all employees with an obligation to take reasonable care of themselves and others.

Safeguarding Vulnerable Groups Act 2006

This piece of legislation was created following the UK Government accepting recommendation 19 of the inquiry headed by Sir Michael Bichard, which was set up in the wake of the Soham Murders.

The [Safeguarding Vulnerable Groups Act](#) establishes the legal basis for the Independent Safeguarding Authority who will manage the two lists of people barred from working with children and/or vulnerable adults replacing the current barred lists (List 99, the Protection of Children Act 1999) ("PoCA"), the scheme relating to the Protection of Vulnerable Adults ("Ova") and Disqualification Orders). The Safeguarding Vulnerable Groups Act also places a statutory duty on all those working with vulnerable groups to register and undergo an advanced vetting process with criminal sanctions for non-compliance.

Protection of Freedoms Act 2012

- [This Act](#) formed DBS in 2012 from ISA and CRB.
- Safer recruitment for public, private and voluntary sectors by identifying candidates unsuitable for working with children and adults at risk.
- Covers England and Wales.
- ‘Regulated Activity’ employers are legally required to refer to safeguarding concerns.
- Illegal for a person barred by DBS to apply or work within the sector or for an employer to knowingly employ someone barred by the DBS.

Female Genital Mutilation Act 2003

FGM has been a specific criminal offence in the UK since 1985 when the (UK wide) Prohibition of Female Circumcision Act (“the 1985 Act”) was passed. [The Female Genital Mutilation Act 2003](#) (“the 2003 Act”) replaced the 1985 Act in England, Wales and Northern Ireland. It modernised the offence of FGM and the offence of assisting a girl to carry out FGM on herself while also creating extra- territorial offences to deter people from taking girls abroad for mutilation. To reflect the serious harm caused, the 2003 Act increased the maximum penalty for any of the FGM offences from five to 14 years’ imprisonment.

Counter-Terrorism and Security Act 2015 – Prevent Duty

The [Counter-Terrorism and Security Act 2015](#) introduced a new duty on regulated higher education bodies to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty. The aim of the Prevent strategy is to reduce the threat to the UK from all forms of terrorism by stopping people becoming terrorists or supporting terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Radicalisation is usually a process not an event. During this process, there will inevitably be opportunities to intervene in order to reduce the risk of the individual being attracted to extremist ideology and causes and safeguard him/her from the risk of radicalisation. It is important to be able to recognise the factors that might contribute towards the radicalisation of an individual. Indeed, some of the factors that lead an individual to becoming radicalised are no different to those that might lead individuals towards involvement with or being vulnerable to other activity such as gangs, drugs and sexual exploitation for example.

Those involved in extremist activity come from a range of backgrounds and experiences.

There is no single profile of what an extremist looks like or what might drive a young person towards becoming radicalised. It can affect impressionable young boys and men and also impressionable young girls and women.

Mental Capacity Act 2005

An assessment to establish whether a person lacks capacity should take place whenever there is a concern that an individual might lack the mental capacity to make a proposed decision (including safeguarding).

Processes for people who lack capacity should be different in significant respects from processes undertaken with people who have capacity (e.g. in relation to sharing information and consent).

The principles of the [Mental Capacity Act](#) make it clear that a person is not to be treated as unable to make a decision unless all practical steps have been taken to help them do so, and that no one should be deemed to lack capacity on the grounds that their decisions appear to be unwise.

Definitions - Adults at Risk

The Safeguarding Adults legislation creates specific responsibilities on Local Authorities, Health, and the Police to provide additional protection from abuse and neglect to Adults at Risk.

When a Local Authority has reason to believe there is an adult at risk, they have a responsibility to find out more about the situation and decide what actions need to be taken to support the adult.

The actions that need to be taken might be by the Local Authority (usually social services) and/or by other agencies, for example the Police and Health. The school may need to take action as part of safeguarding an adult, for example, to use the disciplinary procedures in relation to a member of staff or member who has been reported to be harming a participant. The Local Authority role includes having multi-agency procedures which coordinate the actions taken by different organisations.

An Adult at risk under England (Care Act 2014)

An **adult at risk** is an individual aged 18 years and over who:

- (a) has needs for care and support (whether or not the local authority is meeting any of those needs) AND;
- (b) is experiencing, or at risk of, abuse or neglect, AND;
- (c) as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

An **Adult at Risk** may therefore be a person who:

- Is frail due to ill health, physical disability or cognitive impairment
- Has a learning disability
- Has a physical disability and/or a sensory impairment
- Has mental health needs
- Has a long-term illness/condition
- Is unable to demonstrate the capacity to make a decision and is in need of care and support

A student at risk of harm for the purposes of this policy is one who is at risk of harm or exploitation relating to their physical, mental, psychological wellbeing or potential for being drawn into criminality.

Adult at risk of abuse is ill-treatment or neglect that causes injury, suffering or “significant” harm;

as well as a violation of a person's human rights, it can also be a violation of a person's civil rights. Adults at Risk can be abused in the same way as a child, but as an adult could additionally suffer from theft, fraud, the misuse of their property, finances and benefits, including coercion in relation to wills and other forms of inheritance, or they could be electorally disenfranchised.

This policy includes the School's statutory obligation (section 26 of the Counter-Terrorism and Security Act 2015) to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the **Prevent Duty**.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty on teachers, social workers and healthcare professionals to report to the police where they discover female genital mutilation (or "FGM") has been carried out on a girl under 18. Any concerns should be reported to the Designated Safeguarding Lead in the first instance.

Parent: includes any person with Parental Responsibility.

Self-harm & suicide: the phrase 'self-harm' is used to describe a wide range of behaviours and is often understood to be a physical response to an emotional pain of some kind, and can be very addictive. Self-harm often happens during times of anger, distress, fear, worry, depression or low self-esteem in order to manage or control negative feelings. Self-harm can also be used as a form of self-punishment. Suicidal behaviour is a complex phenomenon that usually occurs along a continuum, progressing from suicidal thoughts, to planning, to attempting suicide, and finally dying by suicide. Suicidal behaviour (fatal and non-fatal) in young people is often associated with a psychiatric disorder, and often unrecognised or untreated.

Suicidal behaviour frequently co-occurs with other health risk behaviours such as binge eating, binge drinking, tobacco use, weapon carrying and having unprotected sex.

Safeguarding Roles and Responsibilities

Responsibilities of Staff

Bristol Old Vic Theatre School endeavours to safeguard children and vulnerable adults by:

- adopting safeguarding guidelines through Safeguarding policies, procedures and Codes of Conduct for staff and visiting practitioners;
- following carefully the procedures for recruitment and selection of staff and visiting practitioners;
- providing effective management for staff and volunteers through supervision, support and training;
- preventing and protecting vulnerable individuals from violent extremism and the threat of radicalisation;
- sharing information about concerns with relevant professional agencies;
- reviewing its policies and practice at regular intervals, including a regular review of its Safeguarding policy and procedures;
- making appropriate vulnerable adults and safeguarding referrals to contacts within Bristol as its local authority; and
- dealing effectively with any allegations made against staff and visiting practitioners.

Responsibilities of the Council of Trustees

The Bristol Old Vic Theatre School's Council of Trustees has overall responsibility for ensuring that there are sufficient measures in place to meet the School's safeguarding objectives. All Trustees will receive a copy of this policy and will be offered training on safeguarding.

The Council of Trustees will appoint a Trustee responsible for Child Protection and Safeguarding who will attend Safeguarding Committee Meetings. The suitably qualified trustee will act as a 'critical friend' to the School's staff (mainly the Designated Safeguarding Lead/s) and ensure that appropriate policy and systems are in place. Dr Ifeoma Ameke is currently the Trustee Safeguarding Lead.

Trustees are responsible for reading and understanding the provisions of this policy, ensuring that the School complies with its responsibilities and duties under safeguarding legislation and that sufficient measures are in place.

The School's Principal/CEO, Fiona Francombe, is the designated member of the School's Executive Leadership Team, with overall responsibility for this policy, for its regular review and for ensuring that appropriate safeguarding mechanisms are in place.

Role of Designated Safeguarding Lead for Adults (over 18)

The Designated Safeguarding Lead (DSL) for Adults is responsible for implementing this Safeguarding Adults policy. The Student Support Manager, Julia Heeley, is currently the School's Designated Safeguarding Adults Lead. See Appendix 1 for an outline of this role.

Role of Deputy Safeguarding Officers

The role of Deputy Safeguarding Officers is to receive and record information from staff, visiting practitioners, students, children, adults or parents who have safeguarding concerns and in addition to:

- Consult with the DSL regarding any safeguarding disclosures or concerns
- Ensure that relevant parties receive a copy of the Safeguarding Policy
- Work with the DSL to ensure that the Safeguarding Policy is reviewed annually
- Identify staff and volunteers who require DBS checks and ensure that a register is kept of staff members' DBS certificates and Safeguarding training.
- Ensure staff/visiting practitioners sign the relevant Code of Practice documentation
- Brief students/staff undertaking School projects
- Attend Safeguarding Committee meetings

Roles of Course Leaders / Directors of Courses

Course Leaders are responsible for ensuring that activity is conducted in accordance with the School's Safeguarding Adults Policy and Procedures, including reporting any instances where the policy might have been breached, informing the Principal/CEO of the potential need for further DBS checks and ensuring that staff are sent on safeguarding training.

Safeguarding Committee

The Safeguarding Committee is responsible for steering work in relation to safeguarding, reviewing the Safeguarding Policies and Procedures and making recommendations to the Executive Leadership Team for any actions that need to be taken to maintain compliance and good practice.

All the Safeguarding Committee members are listed below, with their key contacts. If a Designated Safeguarding Lead or Deputy Safeguarding Officer cannot be reached, then staff should contact the most relevant member of the Safeguarding Committee.

All staff have a responsibility to report any concerns to the Designated Safeguarding for Adults or their Course/Departmental Director.

The Designated Safeguarding Lead and Deputy Safeguarding Officers have access to our register noting any 'Students of Concern' for safeguarding/related reasons.

Safeguarding Committee Members

Principal / Chief Executive Officer (CEO)

Fiona Francombe

Tel: 07770 430328

Email: fiona.francombe@oldvic.ac.uk

Designated Safeguarding Lead for Adults (DSL) and PREVENT Single Point of Contact (SPOC)

Julia Heeley

Higher Education Administration & Student Support Manager

Tel: 0117 980 9247

Mob: 07921 744298

Email: julia.heeley@oldvic.ac.uk

Designated Safeguarding Lead (under 18s) and Deputy Safeguarding Officer (over 18s)

Faye Elvin

Non Degree Course Specialist Tel: 0117 973 3535

Mob: 07706 324780

Email: faye.elvin@oldvic.ac.uk

Deputy Safeguarding Officer (for over 18s)

Eve Bentley-Hussey

Higher Education Administration & Student Support Assistant

Mob: 07706 314112

Email: eve.bentley-hussey@oldvic.ac.uk

Safeguarding Officer

Michael Tew

Admissions Administrator Tel: 07921 744303

Email: michael.tew@oldvic.ac.uk

Nominated Trustee for Child Protection and Adult Safeguarding

Ifeoma Ameke

Email: ifeomaandsteve@blueyonder.co.uk

If you suspect a child or adult is in immediate danger you should call the Police on 999

Abuse and Neglect

Abuse is a violation of an individual's human and civil rights by another person or persons. It can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it. Any or all of the following types of abuse may be perpetrated as the result of deliberate intent, negligence, omission or ignorance.

There are different types and patterns of abuse and neglect and different circumstances in which they may take place. Safeguarding legislation in each home nation lists categories of abuse differently however, they all include the following types of abuse:

- Physical
- Sexual
- Psychological
- Neglect
- Financial

Abuse can take place in any relationship and there are many contexts in which abuse might take place; e.g. institutional abuse, domestic abuse, forced marriage, human trafficking, modern slavery, sexual exploitation, county lines, radicalisation, hate crimes, mate crimes, cyber bullying and scams. Some of these are named specifically within home nation legislations.

Abuse can take place within a higher education environment and the person causing harm might be any other person. For example: a member of staff, student, a visiting practitioner or other contractor.

Examples of abuse include:

- Harassment of a student or staff member because of their (perceived) disability or other protected characteristics.
- Not meeting the needs of the student or staff member e.g. rehearsals or classes without a necessary break.
- A staff member or student striking another student or staff member.
- One staff member or student controlling another staff member or student with threats of withdrawal from their working together.
- A student or staff member who sends unwanted sexually explicit text messages to a staff member or student with learning disabilities.
- A staff member or student threatens another staff member or student with physical harm and persistently blames them for poor performance.

Abuse or neglect outside the School environment could be carried out by:

- A spouse, partner or family member
- Neighbours or residents
- Friends, acquaintances or strangers
- People who deliberately exploit adults they perceive as vulnerable
- Paid staff, professionals or volunteers providing care and support.

Often the perpetrator is known to the adult and may be in a position of trust and/or power.

The Safeguarding Adults Legislation for England defines categories under the Care Act 2014 of adult abuse and harm as follows:

ADULT CARE: Categories of Harm (Care Act 2014)

- **Physical Abuse** – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.
- **Sexual Abuse** – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.
- **Emotional/Psychological/Mental Abuse** - including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.
- **Neglect and Acts of Omission** - including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
- **Financial or material abuse** -- including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

- **Discriminatory** - including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
- **Organisational / Institutional** – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one’s own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation
- **Self-neglect** – this covers a wide range of behaviour neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding. Incidents of abuse may be one-off or multiple, and affect one person or more. Professionals and others should look beyond single incidents or individuals to identify patterns of harm.
- **Domestic Abuse** (including coercive control) – including psychological, physical, sexual, financial, emotional abuse; so called ‘honour’ based violence.
- **Modern Slavery** – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Signs and Indicators of Abuse and Neglect

An adult may confide to a member of staff, student, visiting practitioner or other contractor that they are experiencing abuse inside or outside of the School’s setting. Similarly, others may suspect that this is the case.

There are many signs and indicators that may suggest someone is being abused or neglected. There may be other explanations, but they should not be ignored. The signs and symptoms include but are not limited to:

- Unexplained bruises or injuries – or lack of medical attention when an injury is present.
- Person has belongings or money going missing.
- Person is not attending School or not enjoying their training. You may notice that a student has been absent from classes and is not responding to correspondence from staff.
- Someone losing or gaining weight / an unkempt appearance.
- A change in the behaviour or confidence of a person.
- Self-harm.

- A fear of a particular group of people or individual.
- A parent/carer always speaks for the person and doesn't allow them to make their own choices.
- They may tell you / another person they are being abused – i.e. a disclosure.

<p>Neglect</p>	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from School • Lack of parental supervision
<p>Physical Abuse</p>	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • Covering up, eg. wearing long sleeves in summer • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
<p>Sexual Abuse</p>	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age / stage of development • Sexual risk taking behaviour including involvement in sexual exploitation / older boyfriend or girlfriend • Continual inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for Movement, Dance classes
<p>Emotional Abuse</p>	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem

<p>Indirect Indicators of Abuse & Neglect</p>	<ul style="list-style-type: none"> ● Sudden changes in behaviour ● Withdrawal and low self-esteem ● Eating disorders ● Aggressive behaviour towards others ● Sudden unexplained absences from School ● Drug / alcohol misuse ● Running away / going missing
<p>Parental Attributes</p>	<ul style="list-style-type: none"> ● Misusing drugs and / or alcohol ● Physical / mental health or learning difficulties ● Domestic violence ● Avoiding contact with School and other professionals

Wellbeing Principle

The concept of ‘well-being’ is threaded throughout UK legislation and is part of the Law about how health and social care is provided. Our well-being includes our mental and physical health, our relationships, our connection with our communities and our contribution to society. Being able to live free from abuse and neglect is a key element of well-being.

The legislation recognises that statutory agencies have sometimes acted disproportionately in the past. For example, removing an adult at risk from their own home when there were other ways of preventing harm. In the words of Justice Mumby ‘What good is it making someone safe when we merely make them miserable?’ What Price Dignity? (2010).

For that reason any actions taken to safeguard an adult must take their whole well-being into account and be proportionate to the risk of harm.

Person Centred Safeguarding/Making Safeguarding Personal

The legislation also recognises that adults make choices that may mean that one part of our well-being suffers at the expense of another – for example we move away from friends and family to take a better job. Similarly, adults can choose to risk their personal safety; for example, to provide care to a partner with dementia who becomes abusive when they are disoriented and anxious.

None of us can make these choices for another adult. If we are supporting someone to make choices about their own safety we need to understand ‘What matters’ to them and what outcomes they want to achieve from any actions agencies take to help them to protect themselves.

The concept of ‘Person Centred Safeguarding’/’Making Safeguarding Personal’ means engaging the person in a conversation about how best to respond to their situation in a way that enhances their involvement, choice and control, as well as improving their quality of life, well-being and safety. Organisations work to support adults to achieve the outcomes they want for themselves. The adult’s views, wishes, feelings and beliefs must be taken into account when decisions are made about how to support them to be safe. There may be many different ways to prevent further harm. Working with the person will mean that actions taken help them to find the solution that is right for them. Treating people with respect, enhancing their dignity and supporting their ability to make decisions also helps promote people's sense of self-worth and supports recovery from abuse.

If someone has difficulty making their views and wishes known, then they can be supported or represented by an advocate. This might be a safe family member or friend of their choice or a professional advocate (usually from a third sector organisation).

The Principles of Adult Safeguarding England (Care Act 2014)

The Act’s principles are:

- **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.

Mental Capacity and Decision Making

We make many decisions every day, often without realising. UK law assumes that all people over the age of 16 have the ability to make their own decisions, unless it has been proved that they can’t. It also gives us the right to make any decision that we need to make and gives us the right to make our own decisions even if others consider them to be unwise.

We make so many decisions that it is easy to take this ability for granted. The Law says that to make a decision we need to:

- Understand information

- Remember it for long enough
- Think about the information
- Communicate our decision

A person's ability to do this may be affected by things such as learning disability, dementia, mental health needs, acquired brain injury and physical ill health.

Most adults have the ability to make their own decisions given the right support however, some adults with care and support needs have the experience of other people making decisions about them and for them.

Some people can only make simple decisions like which colour t-shirt to wear or can only make decisions if a lot of time is spent supporting them to understand the options. If someone has a disability that means they need support to understand or make a decision this must be provided. A small number of people cannot make any decisions. Being unable to make a decision is called "lacking mental capacity".

Mental capacity refers to the ability to make a decision at the time that decision is needed. A person's mental capacity can change. If it is safe/possible to wait until they are able to be involved in decision making or to make the decision themselves.

For example:

- A person with epilepsy may not be able to make a decision following a seizure.
- Someone who is anxious may not be able to make a decision at that point.
- A person may not be able to respond as quickly if they have just taken some medication that causes fatigue.

Mental Capacity is important for safeguarding for several reasons. Not being allowed to make decisions one is capable of making is abuse. For example, a disabled adult may want to take part in an activity but their parent who is their carer won't allow them to and will not provide the support they would need. Conversely the adult may not seem to be benefiting from an activity other people are insisting they do.

Another situation is where an adult is being abused and they are scared of the consequences of going against the views of the person abusing them. It is recognised in the law as coercion and a person can be seen not to have mental capacity because they cannot make 'free and informed decisions'.

Mental Capacity must also be considered when we believe abuse or neglect might be taking place. It is important to make sure an 'adult at risk' has choices in the actions taken to safeguard them, including whether or not they want other people informed about what has happened, however, in some situations the adult may not have the mental capacity to understand the choice or to tell you their views.

Each home nation has legislation that describes when and how we can make decisions for people who are unable to make decisions for themselves. The principles are the same:

- We can only make decisions for other people if they cannot do that for themselves at the time the decision is needed.
- If the decision can wait, wait – e.g. to get help to help the person make their decision or until they can make it themselves.
- If we have to make a decision for someone else then we must make the decision in their best interests (for their benefit) and take into account what we know about their preferences and wishes.
- If the action we are taking to keep people safe will restrict them then we must think of a way to do that which restricts their freedom and rights as little as possible.

Many potential difficulties with making decisions can be overcome with preparation. A person needing support to help them make decisions during their training will ordinarily be accompanied by someone e.g. a family member or formal carer whose role includes supporting them to make decisions.

It is good practice to get as much information about the person as possible. When they enrol at the school, all students are asked to provide information for an individual profile document, not just students with care and support needs. This document describes important things about them such as their preferred pronouns, their likes and dislikes and a brief biography. It also includes information the student would like to share with their tutors or visiting practitioners about any physical or mental health conditions and how best to support them. Support Plans are also implemented for students with support requirements outlining any reasonable adjustments/support which will be provided by School staff.

If a person who has a lot of difficulty making their own decisions is thought to be being abused or neglected you will need to refer the situation to the Local Authority, and this should result in health or social care professionals making an assessment of mental capacity and/or getting the person the support they need to make decisions.

There may be times when the School needs to make decisions on behalf of an individual in an emergency. Decisions taken in order to safeguard an adult who cannot make the decision for themselves could include:

- Sharing information about safeguarding concerns with people that can help protect them.
- Stopping them from being in contact with the person causing harm.

Recording and Information Sharing

All higher education providers must comply with the Data Protection Act (DPA) and the General Data Protection Regulations (GDPR).

Information about concerns of abuse includes personal data. It is therefore important to be clear as to the grounds for processing and sharing information about concerns of abuse. Processing information includes record keeping. Records relating to safeguarding concerns must be accurate and relevant. They must be stored confidentially with access only to those with a need to know.

Sharing information, with the right people, is central to good practice in safeguarding adults. However, information sharing must only ever be with those with a 'need to know'. This does **NOT** automatically include the person's spouse, partner, adult, child, unpaid or paid carer. Information should only be shared with family and friends and/or carers with the consent of the adult or if the adult does not have capacity to make that decision and their family/ friends/carers need to know in order to help keep the person safe.

The purpose of Data Protection legislation is not to prevent information sharing but to ensure personal information is only shared appropriately. Data protection legislation allows information sharing within an organisation. For example:

- Anyone who has a concern about harm can make a report to an appropriate person within the same organisation.
- Case management meetings can take place to agree to coordinate actions by the organisation.

There are also many situations in which it is perfectly legal to share information about adult safeguarding concerns outside the organisation. Importantly personal information can be shared with the consent of the adult concerned. However, the adult may not always want information to be shared. This may be because they fear repercussions from the person causing harm or are scared that they will lose control of their situation to statutory bodies or because they feel stupid or embarrassed. Their wishes should be respected unless there are overriding reasons for sharing information.

The circumstances when we need to share information without the adult's consent include those where:

- it is not safe to contact the adult to gain their consent – i.e. it might put them or the person making contact at further risk.
- you believe they or someone else is at risk, including children.
- you believe the adult is being coerced or is under duress.

- it is necessary to contact the police to prevent a crime, or to report that a serious crime has been committed.
- the adult does not have mental capacity to consent to information being shared about them.
- the person causing harm has care and support needs.

When information is shared without the consent of the adult this must be explained to them, when it is safe to do so, and any further actions should still fully include them.

If you are in doubt as to whether to share information, seek advice e.g. seek legal advice and/or contact the Local Authority and explain the situation without giving personal details about the person at risk or the person causing harm.

Any decision to share or not to share information with an external person or organisation must be recorded together with the reasons to share or not share information.

Multi-Agency Working

Safeguarding adults legislation gives the lead role for adult safeguarding to the Local Authority. However, it is recognised that safeguarding can involve a wide range of organisations.

The School may need to cooperate with the Local Authority and the Police including to:

- Provide more information about the concern you have raised.
- Provide a safe venue for the adult to meet with other professionals e.g. Police/Social Workers/Advocates.
- Attend safeguarding meetings.
- Coordinate internal investigations (e.g. complaints, disciplinary) with investigations by the police or other agencies.
- Share information about the outcomes of internal investigations.
- Provide a safe environment for the adult to continue their training/their role in the organisation.

Section 3: Appendices

Appendix 1 - Example Role Description: Designated Safeguarding Lead

The designated person within an organisation has primary responsibility for putting into place procedures to safeguard adults at risk and for managing concerns about adults at risk.

Duties and responsibilities include:

- Working with others within the organisation to create a positive inclusive environment.
- Play a lead role in developing and establishing the organisation's approach to safeguarding adults and in maintaining and reviewing the organisation's implementation plan for safeguarding adults in line with current legislation and best practice.
- Coordinate the dissemination of the safeguarding adult policy, procedures and resources throughout the organisation.
- Contribute to ensuring other policies and procedures are consistent with the organisation's commitment to safeguarding adults.
- Advise on the organisation's training needs and the development of its training strategy.
- Receive reports of and manage cases of poor practice and abuse reported to the organisation – including an appropriate recording system.
- Support the chair to coordinate the case management process.
- Manage liaison with, and referrals to, external agencies for example adult social-care services and the police.
- Create a central point of contact for internal and external individuals and agencies concerned about the safety of adults within the organisation.
- Provide advice and support to Safeguarding Officers and play a lead role in their recruitment, selection and training.
- Represent the organisation at external meetings related to safeguarding.

Appendix 2 - Case Management Groups

Case Management Groups comprise a select number of individuals with identified and relevant skills, knowledge experience and/or status within the organisation and include at least one member with safeguarding adult expertise. The group's role and decision-making powers need to be embedded within the organisation's governance structure and be linked to related organisational functions such as codes of conduct, and the disciplinary policy and procedures.

The Senior Management Team and Bristol Old Vic Theatre School Council of Trustees should receive regular reports from the Case Management Group summarising the cases that have been addressed and their outcomes, as well as any issues that require action by the School e.g. changes to policy or procedures.

Case Management Groups should have clear terms of reference. They may be 'standing committees' who meet regularly or can be brought together as the need arises.

Case Management Group roles include:

- to ratify any actions already taken by the Designated Safeguarding Lead.
- to initially assess and agree immediate response to a safeguarding case (does there appear to be a case to answer?).
- to identify appropriate 'routes' for cases (e.g. internal/ disciplinary action alone or referral to statutory agencies plus internal/ disciplinary action).
- to decide the level (from local to national) at which the organisation will deal with the concern.
- to consider the need for a temporary/ interim suspension order (some organisations' Case Management Group issue suspensions directly, while others can only make recommendations to their disciplinary group).
- to review progress of case(s).
- to identify/ communicate learning from cases.

Case Management Groups' membership should include:

- A designated Chair
- A secretary (often the Designated Safeguarding Lead).
- Managers from relevant parts of the organisation where appropriate e.g. Human Resources, Widening Access, Student Support.
- Co-opted independent safeguarding expertise.

Appendix 3 – Sources of Information and Support

Ann Craft Trust (ACT)

A national organisation providing information and advice about adult safeguarding. ACT have a specialist Safeguarding Adults in Sport and Activity team to support the sector.

Tel: 0115 951 5400

Email: Ann-Craft-Trust@nottingham.ac.uk

Web: www.anncrafttrust.org

Citizens Advice

National charity and network of local charities which offer confidential advice online, over the phone, and in person, for free.

Web: <https://www.citizensadvice.org.uk/>

Men's Advice Line

For male domestic abuse survivors

Tel: 0808 801 0327

National LGBT+ Domestic Abuse Helpline

Tel: 0800 999 5428

National 24 Hour Freephone Domestic Abuse Helpline (England)

Tel: 0808 2000 247

Web: www.nationaldahelpline.org.uk/Contact-us

Rape Crisis Federation of England and Wales

Rape Crisis was launched in 1996 and exists to provide a range of facilities and resources to enable the continuance and development of Rape Crisis Groups throughout Wales and England.

Email: info@rapecrisis.co.uk

Web: www.rapecrisis.co.uk

Respond

Respond provides a range of services to victims and perpetrators of sexual abuse who have learning disabilities, and training and support to those working with them.

Tel: 020 7383 0700 or 0808 808 0700 (helpline)

Email: services@respond.org.uk

Web: www.respond.org.uk

Stop Hate Crime

Works to challenge all forms of Hate Crime and discrimination, based on any aspect of an individual's identity. Stop Hate UK provides independent, confidential and accessible reporting and support for victims, witnesses and third parties.

24 hour service -

Telephone: [0800 138 1625](tel:08001381625)

Web Chat: www.stophateuk.org/talk-to-us/

E mail: talk@stophateuk.org

Text: [07717 989 025](tel:07717989025)

Text relay: [18001 0800 138 1625](tel:1800108001381625)

By post: [PO Box 851, Leeds LS1 9QS](#)

Susy Lamplugh Trust

The Trust is a leading authority on personal safety. Its role is to minimise the damage caused to individuals and to society by aggression in all its forms – physical, verbal and psychological.

Tel: [020 83921839](tel:02083921839)

Fax: [020 8392 1830](tel:02083921830)

Email: info@suzylamplugh.org

Web: www.suzylamplugh.org

The Hub of Hope

The Hub of Hope is the UK's leading mental health support database. It is provided by national mental health charity, Chasing the Stigma, and brings local, national, peer, community, charity, private and NHS mental health support and services together in one place for the first time.

Web: <https://hubofhope.co.uk/>

Victim Support

Provides practical advice and help, emotional support and reassurance to those who have suffered the effects of a crime.

Tel: [0808 168 9111](tel:08081689111)

Web: www.victimsupport.com

Women's Aid Federation of England and Wales

Women's Aid is a national domestic violence charity. It also runs a domestic violence online help service.

Web: www.womensaid.org.uk/information-support

Appendix 4: Staff/Visiting Practitioner Signature Sheet

All Bristol Old Vic Theatre School staff and visiting practitioners will receive a copy of the Safeguarding Adults Policy and Procedures documents. Please sign below to confirm that you have received, read and understood both the policy and procedures documents.

Name:

Job title/role:

Date:

I confirm that I have received, read and understood Bristol Old Vic Theatre School's Safeguarding Adults Policy and Procedures.

Signature: