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# Safeguarding and Prevent Policy

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and Undergraduate Experience

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# 1.0 Introduction

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The Dyson Institute is committed to safeguarding and promoting the highest standards of welfare of its students and expects all Dyson employees, partners and contractors to share this commitment. Safeguarding is everyone's business.

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## 1.1 Vision and mission

1.1.1 The Dyson Institute's vision is to be the best engineering university in the world, which develops the engineering leaders of the future.

1.1.2 Its mission is to build challenging and enriching educational experiences which are free, student-centric and aligned with the needs of industry.

1.1.3 To do this, we commit to creating and maintaining a safeguarding culture. We understand that a safeguarding culture goes beyond policies and procedures. It is about demonstrating values that promote safeguarding and welfare at every level of the organisation.

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## 1.2 Objectives

1.2.1 The Dyson Institute has a legal responsibility to safeguard and promote the welfare of young people and adults at risk who are its students. The Dyson Institute recognises that safeguarding and issues of abuse and harm are broad and can impact others such as staff and visitors.

1.2.2 The aim of this policy is to ensure that all students, staff, visitors and other stakeholders of The Dyson Institute are safe from harm or abuse. This policy sets out:

- Our commitment to creating and maintaining a safeguarding culture; and
- Our expectations of staff in relation to their safeguarding responsibilities

1.2.3 Matters relating to abuse or harm of staff at work by will be managed under separate HR policies. These policies can be found on the [Dyson SharePoint](#) site (login required).

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## 1.3 Scope

1.3.1 This policy applies to all staff, students, contractors, partners and visitors. All activities of The Dyson Institute are within the scope of this policy, wherever those activities take place (onsite or away from site).

1.3.2 Safeguarding applies to:

- Dyson Institute students.
- Prospective students engaged in Dyson Institute activities.
- Adults at risk.
- Young people resident or visiting the Dyson site or accommodation.
- External organisations/individuals The Dyson Institute may engage with during the course of its activities.

1.3.3 This policy addresses The Dyson Institute's responsibilities under the Prevent Duty, and these are part of its safeguarding responsibilities.

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## 1.4 Definitions

**Dyson Institute** - The Dyson Institute of Engineering and Technology

**Student** – a person enrolled on the graduate programme. Students are also contracted to Dyson Technologies Ltd as staff. Where this policy refers to "staff" it shall include students. Students may include people under and over 18 years of age.

**Staff** – Support Advisors, line managers, technical mentors, academic teachers and tutors, administrative and management staff and night porters.

**Visitor** – those visiting Dyson premises on Dyson Institute business. This will include prospective students and those who accompany them.

**Young Person** – a person under the age of 18 years. 'Young Person' therefore means 'children and young people' throughout.

**Adult at risk of abuse** – a person over the age of 18 who has care and support needs and may be suffering or is at risk of harm or abuse and as a result of their care and support needs is unable to protect themselves from harm or abuse.

**Partners, contractors, stakeholders** – includes those who engage with Dyson Institute's activities.

**Prevent Duty** – government strategy to safeguard communities against the threat of extremism, radicalisation and terrorism and the promotion of British Values. It is enshrined in Counter Terrorism and Security Act 2015.

**British Values** - Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.

**Allegation** – a claim or belief that any member of The Dyson Institute community may have behaved in a way that has caused a safeguarding issue such as harmed or exploited a young person or adult or has behaved in a way that poses a future risk.

**Disclosure** – a statement from an adult or young person about abuse or harm that is happening to them. It may also include past abuse or harm.

**Concern** – a report that arises from an observation regarding the behaviour of a staff member, student or other member of The Dyson Institute's community that may pose a current or future safeguarding risk. This may be regarding themselves or another.

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## 1.5 Legislation and policy

1.5.1 This policy is based on law and statutory guidance applicable in England only.

1.5.2 Other areas of legislation and company policy are also relevant to the implementation of this policy. Relevant legislation includes but is not limited to:

- The Equality Act 2010
- Health and Safety at Work Act 1974
- Data Protection Act 2018

– Counter Terrorism and Security Act 2015

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## 1.6 Related policies

1.6.1 This policy must be read in conjunction with related company policies and procedures such as HR disciplinary procedures. These policies include:

- Fitness to Study
- Complaints
- HR Policies
- Digital policies
- Health and Safety
- Dyson Code
- Whistleblowing
- Freedom of Speech

1.6.2 It is essential that all staff are familiar with expectations set out in Dyson Institute and Dyson Technology policies and conduct themselves in a way that promotes their values at all times.

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## 2.0 Safeguarding

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2.0.1 Safeguarding is an overarching term which includes the prevention of harm or abuse of young people and adults at risk, promoting the health, wellbeing and welfare of individuals, as well as young person and adult protection procedures. Examples of safeguarding issues included but are not limited to:

- Emotional, sexual, physical abuse.
- Bullying (including cyber bullying) and harassment.
- Concerns related to a care leaver (someone who was in local authority care).
- Discrimination and hate crime.
- Financial or material abuse.
- Forced Marriage.
- Female Genital Mutilation.
- Sexual exploitation.
- Criminal exploitation (e.g. county lines, trafficking, modern slavery).
- Domestic or relationship violence.
- Neglect or Self-Harm.
- Radicalisation and extremism (Prevent Duty).

2.0.2 Safeguarding issues may relate to many areas and matters. The above is not an exhaustive list and it should be noted there is no “complete” list of harms and abuse. Staff are not expected to be able to identify the type of abuse or harm an individual may be experiencing or is at risk of. Staff are expected to have an awareness of the issues so that they can recognise the potential signs and indicators and take appropriate action in line with this policy.

2.0.3 A more comprehensive list of safeguarding issues including signs and indicators is available in Appendix A.

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### 2.1 Students under 18 years of age

2.1.1 ‘Keeping Children Safe in Education’ and ‘Working Together to Safeguarding Children’ applies to students who are under 18 years of age.

2.1.2 The law states that apprentices need to be safeguarded against the same range of risks and dangers as their peers in schools and colleges. Due to their relative inexperience in the workplace, apprentices may be particularly vulnerable to anxiety or struggle to cope with the transition.

2.1.3 In addition, The Dyson Institute follows Health and Safety Executive (HSE) guidance on health and safety considerations for young people in the workplace where an apprentice is under 18 years of age.

2.1.4 The Dyson Institute may occasionally admit undergraduate engineers who are under the age of 18 years at the start of their degree apprenticeship. This is likely to be a temporary situation as the undergraduates approach their eighteenth birthday. Under British law (Children Act, 1989), anyone under the age of 18 is considered a ‘child.’ The Dyson Institute has a legal obligation to safeguard the wellbeing of children and vulnerable adults.

2.1.5 Ahead of a formal offer being made, the Recruitment & Admissions Manager will inform the Student Support Manager and the Safeguarding and Prevent Lead of any student who will be under the age of 18 years on entry to The Dyson Institute. The Student Support Manager will inform the relevant SSA. Teaching and other staff at the Institute will not routinely be made aware of a student’s age.

2.16 It is illegal for alcohol to be sold to or bought by students who are under the age of 18 years. The Dyson Institute will take reasonable steps to seek to ensure that the law is not broken in relation to licensed premises under its control but cannot undertake to supervise individual students.

2.17 Under the Sexual Offences (Amendment) Act 2000, it is a criminal offence for any person in a position of trust (which may include members of staff) to engage in sexual activity with someone who is under 18 years. Relationships between staff and students over the age of 18 are strongly discouraged. The Staff and Student Relationship Policy can be found in Appendix C.

2.18 As a matter of law in England, a person under the age of 18 is a child. The Dyson Institute will report any suspicions or allegations of abuse of children to the appropriate Social Services. Any such suspicions or allegations will be reported to the Designated Safeguarding and Prevent Lead who will contact the appropriate authorities.

2.19 Students under the age of 18 can have their refusal to receive medical treatment overridden by parents and hence, emergency contact details must be provided by students or parents prior to the student's arrival at the Dyson Institute. However, please note that a child from the age of 16 is entitled to consent to medical treatment, and that such consent cannot be overruled by parents.

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## 2.2 Adults at risk of abuse

2.2.1 The law states that someone who is over 18 who has care and support needs, and either is experiencing or is at risk of abuse or harm, is deemed an "Adult at Risk". This means they would meet the threshold for adult services to intervene to support and protect them, if necessary.

2.2.2 Care and support needs are not defined by law but may include factors and circumstances such as:

- Receiving health care.
- Receiving welfare.
- Receiving support due to age or disability.
- Carer (unpaid).
- Living in residential care.
- In custody or on probation.

2.2.3 It is also important to note that factors or events in a person's life can increase the risk of abuse or harm whether a person is deemed "at risk" or not.

2.2.4 Where these are present, it does not mean a person is being or will be abused or harmed, but staff should be particularly vigilant if they notice signs or indicators.

2.2.5 The factors or events include but are not limited to:

- Homelessness (including temporary).
- Additional learning needs.
- Minority or under-represented group.
- Mental health concerns or conditions.
- Abuse or harm experienced in the past.
- Debt.
- Addiction including substances, gambling.

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## 2.3 Bullying and harassment

2.3.1 Bullying and harassment in the workplace is a serious matter which will not be tolerated by The Dyson Institute. Employers have a legal responsibility to ensure this does not happen. Where bullying or harassment (including sexual harassment) is raised as a safeguarding concern, this must be reported to HR. The relevant HR procedures will be followed alongside any necessary safeguarding actions.

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## 2.4 Online and cyber abuse

2.4.1 The online environment, whilst creating huge benefits and opportunities for individuals and organisations, also poses a safeguarding risk.

2.4.2 The Dyson Institute recognises that, to effectively safeguard in the online environment, it must have suitable policies and procedures in place that identify and mitigate against risks. Digital risks and mitigations are addressed through Dyson's Global IT Acceptable Use Policy and Zinc Network Acceptable Use Policy.

2.4.3 The Dyson Institute recognise that safeguarding goes beyond technology and applies to the behaviour of those interacting online. With increased reliance on remote learning and working, staff must remember that this policy and The Dyson Institute's expectations regarding conduct apply to face to face interaction in the physical environment and in online or digital interaction.

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## 3.0 The Prevent Duty

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3.0.1 The Dyson Institute has a statutory duty under Section 26 of the Counter Terrorism and Security Act 2015, termed "PREVENT", to give due regard to the need to prevent people from being drawn into terrorism. The Prevent Duty is a government initiative intended to safeguard communities against the threat of extremism, radicalisation and terrorism, and for the promotion of British Values.

3.0.2 The Dyson Institute recognises it has an important role in preventing people from being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists may exploit.

3.0.3 Radicalisation and extremism are treated as safeguarding issues under this policy.

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## 4.0 The Dyson Institute approach to safeguarding and prevent

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4.0.1 The Dyson Institute will follow the six Principles of Safeguarding which will inform and guide its approach on a day to day and case by case basis. These are:

### **Empowerment**

People are supported and encouraged to make their own decisions and informed consent.

"I am asked what I want as the outcomes from the safeguarding process and this directly informs what happens."

### **Prevention**

It is better to take action before harm occurs.

"I receive clear and simple information about what abuse is. I know how to recognise the signs, and I know what I can do to seek help."

### **Proportionality**

The least intrusive response appropriate to the risk presented.

"I am sure that the professionals will work in my interest and they will only get involved as much as is necessary."

### **Protection**

Support and representation for those in greatest need.

"I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."

### **Partnership**

Services offer local solutions through working closely with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

"I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me."

### **Accountability**

Accountability and transparency in delivering safeguarding.

"I understand the role of everyone involved in my life and so do they."

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## 5.0 Roles and responsibilities

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### 1.1 5.1 Institutional responsibilities

5.1.1 The primary responsibility of The Dyson Institute is to create and maintain a culture of safeguarding. A culture of safeguarding includes:

- Adopting the “Do no harm” principle which means taking care to ensure people are not exposed to risks inadvertently as a result of Dyson Institute activities or decisions.
- Commitment to promoting the health, wellbeing and welfare of all those that engage in its activities.
- Supporting all staff to understand their responsibility to protect young people and adults at risk from abuse and harm.
- Supporting all staff to be aware of the signs and indicators of abuse or harm and what they should do.
- Ensuring that staff know how and where to seek help and advice.
- Supporting staff through ongoing training.

5.1.2 The key responsibilities of The Dyson Institute with regard to safeguarding are as follows:

- Designate a Council member as strategic safeguarding lead.
- Promote a culture of safeguarding throughout the company from senior leadership to all staff levels.
- Appoint a Designated Safeguarding Lead and Deputy Designated Safeguarding Officer.
- Ensure that all Dyson Institute (and Dyson Technology Ltd employees working with Dyson Institute students) complete safeguarding and Prevent Duty training relevant to their role so that they understand their responsibilities.
- Have a clear process for reporting and dealing with safeguarding concerns, allegations and incidents and the recording of same.
- Ensure Dyson Institute students are aware of services available for support and how to report a concern, allegation or incident.
- Keep policies and practice under review, responding to changes in legislation, regulation and guidance from appropriate external agencies.

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### 5.2 Key roles

5.2.1 A named Council Member will be the responsible Strategic Sponsor for Safeguarding and Prevent.

5.2.2 The Dyson Institute has appointed a Designated Safeguarding Lead (DSL) and Deputy Safeguarding and Prevent Officer (DSPO).

Individual	Role in relation to Safeguarding and Prevent	Responsibilities
Ruth Hopkins	Strategic Sponsor for Safeguarding & Prevent	Ensure that The Dyson Institute fulfils its safeguarding and Prevent Duty responsibilities Support the DSL in the discharge of their responsibilities Monitor and assess risk relating to safeguarding and Prevent, ensuring that appropriate risk mitigation is in place and up to date
Elena Liqueste - Head of Professional Development and Undergraduate Experience	Designated Safeguarding and Prevent Lead	Oversee and co-ordinate The Dyson Institute approach to safeguarding, promoting and maintaining a culture of safeguarding Monitor and review safeguarding policy and procedures to ensure they remain up to date and fit for purpose Liaise with relevant external parties including police, adult social services/children's services, Prevent Regional Co-ordinator for advice, support and referrals Liaise with relevant internal departments as appropriate including HR, working in a collaborative and constructive way to promote good safeguarding practice Manage and maintain confidential records of safeguarding issues; track and monitor to ensure issues are appropriately resolved Monitor and update the Prevent Risk Assessment and Action Plan and ensure actions are implemented Report annually to Council on safeguarding and Prevent, highlighting risks, patterns, trends and actions needed Maintain own safeguarding professional knowledge and development Develop and implement training and awareness programme for staff to ensure their skills and knowledge is up to date
Ilona Depraz-Brenninkmeijer Student Support Manager	Designated Safeguarding and Prevent Officer	Deputise for the Designated Safeguarding and Prevent Lead Line manage the Student Support Advisers
Student Support Advisors		Recognising and reporting safeguarding concerns in line with Safeguarding Policy
All Dyson Institute staff and Dyson Technology Line Managers		Safeguard the welfare of all students, staff, young people and adults at risk of abuse. To report safeguarding concerns in line with Safeguarding Policy Complete appropriate safeguarding and Prevent Duty training, as required by The Dyson Institute
Line Managers		Ensure that their line reports complete appropriate safeguarding and Prevent Duty training as required

5.2.3 The Senior Leadership Team is accountable for the implementation of this policy. They will:

- Support the DSL and DSPO to ensure that policies, procedures and systems relating to Safeguarding are fully implemented and followed throughout the company.
- Allocate sufficient resources and time to effectively uphold Safeguarding and Prevent commitments.
- Lead by example by demonstrating conduct that promotes and maintains a safeguarding culture.

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## 6.0 Recognising a safeguarding concern

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### 6.1 Signs and indicators of abuse or harm

6.1.1 Abuse or harm is not always easy to recognise. There may sometimes be physical indicators such as injury, but this is not always the case. Moreover, not all injuries should be taken as indicators of a safeguarding concern.

6.1.2 The individual may find it difficult to talk about their experience. This may be due to a number of complex factors such as:

- Not recognising there is an issue/they are being abused or harmed.
- Not having an opportunity to tell someone.
- Fear of making things worse.
- Fear of being judged.
- Not being able to talk about it or communicate.
- Feeling there is no one they can talk to.

A more comprehensive list of safeguarding issues, including signs and indicators can be found in Appendix A.

6.1.3 It is important that staff remain approachable and vigilant for possible safeguarding concerns.

6.1.4 When considered together, the following can help to create an overall picture as to whether there is potentially cause for concern:

- What you see: There are not always physical signs, but you may notice bruising, cuts, sudden or dramatic change in appearance (unkempt).
- What the individual (e.g. student) says: i.e. they may directly tell you about abuse or harm they are experiencing; what they say may contradict how they are behaving.
- The individual's behaviour: i.e. someone usually open and confident or friendly becomes withdrawn, angry, quick tempered. Not just on the odd day but frequently.
- What others say or notice: i.e. have others noticed or mentioned anything that causes concern?
- How the individual is interacting with those around them: i.e. are there any particular people or events that trigger the behaviour? are they being excluded from groups or bullied?

6.1.5 We can all change our patterns, schedules, demeanour and responses from time to time. A change in behaviour does not necessarily indicate abuse or harm, so it is important not to make assumptions. It is good practice, in the first instance, to check-in with the individual and ask if they are ok.

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### 6.2 Safeguarding matters vs. low level concerns

6.2.1 It is important to distinguish between a safeguarding matter and other matters known as "low level concerns" or "low level welfare concerns".

6.2.2 Safeguarding matters are usually where you have reason to believe a young person or adult is being harmed, abused or exploited or is at risk of being so. We refer to safeguarding matters as allegations, disclosures and concerns. They are not mutually exclusive:

- An allegation is when someone discloses abuse or harm by a young person or adult about another member of staff. Examples could include bullying, sexual harassment, financial exploitation (e.g. taking control of someone's money or possessions), viewing images of child abuse.
- A disclosure is when a young person or adult tells you they are being abused, harmed or exploited by another (not necessarily a member of staff). Where it is about a member of staff, it is an allegation. Examples could include expressing suicidal plans or intentions, information about attempts to radicalise.
- A safeguarding concern is where you have reason to believe that a young person or adult is being harmed, abused or exploited or is at risk of being so. You may not have received an allegation or disclosure. It may have come to your attention by observing signs or indicators such as behaviour, appearance, language or incidents you have seen.

6.2.3 Low level concerns relate to information you receive about an individual that does not reach the threshold of a safeguarding matter, but nonetheless should not be ignored. At Dyson Institute, such concerns will most likely relate to students and might include:

- Falling behind in work/coursework.
- Lack of engagement or interest in others or social interaction.
- Feeling frequently tired.
- Reported health concerns or absence from work.

6.2.4 Low level concerns should not be ignored, but they will usually be followed up via the Student Support Advisor service. Low level concerns should be monitored and reviewed to ensure that the most appropriate and timely response and offer of support is provided to the student and that the matter has not escalated to a safeguarding issue

6.2.5 If you are unsure whether a matter is safeguarding or a low-level concern, speak to the DSL. The principle "if in doubt, check it out" applies.

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## 7.0 Reporting a safeguarding concern

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### 7.1 Guidance for students

7.1.1 If you have a concern about a Dyson Institute student or staff member, you should speak to a member of The Dyson Institute team.

7.1.2 Your Student Support Advisor will usually be the most appropriate person to speak to, but you can also raise your concern with any other member of staff.

7.1.3 The staff member you speak to will pass on your concern to the DSL or the DSPO for them to take the appropriate next steps.

7.1.4 You should always feel confident in discussing your concerns with a member of Dyson Institute staff. While a concern in isolation may seem minor, in combination with other observations it can help The Dyson Institute to support an individual in need.

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### 7.2 Guidance for staff members

7.2.1 If you are concerned about a fellow member of staff, you should speak to their manager or to the DSL.

7.2.2 If you are concerned about a student, you should speak to their designated Student Support Advisor or to the DSL.

7.2.3 Contact details for the DSL and DSPO can be found in section 7.3, below.

7.2.4 If a student or fellow staff member approaches you to discuss a safeguarding concern, you should observe the following approach:

- Listen carefully.
- Accept what has been said without judgement.
- Don't question or investigate yourself.
- Never promise confidentiality.
- Show empathy but try not to let your emotions show.
- Assure the person they have done the right thing to tell you.
- Explain that you will need to tell an appropriate member of staff, and the next steps that you will take.

7.2.5 In the case of a low-level concern (see Section 6.2, above), you should:

- Speak to the student's designated Student Support Advisor.

7.2.6 In the case of a safeguarding concern, you should:

- Contact the DSL or DSPO to let them know you have a safeguarding concern and will be sending them a report.
- Write down a record of the allegation or disclosure as soon as possible including time, date using the person's own words where possible.
- Send the report securely to the DSL.
- Once it has been passed to the DSL, destroy the record securely.

7.2.7 The same process applies regardless of whether the subject is a student, a member of Dyson Institute staff or a line manager. If the DSL is the subject of concern, you should send your report to the Director of The Dyson Institute. The DSL or Director should ensure that HR are informed of allegations relating to staff members, so that the appropriate policies and procedures can be followed.

7.2.8 If you have concerns about the way a safeguarding matter you have reported is being dealt with, you should speak to the DSL. If you do not get a satisfactory response, you can report the matter using The Dyson Institute's Whistleblowing Policy.

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### 7.3 The five 'Rs'

A good way to remember what to do if you are approached about a safeguarding concern is to use the 5 Rs:

- **Recognise** – the signs of abuse, harm and factors that may increase risk.
- **Respond** – appropriately, never promise confidentiality and let the person know you will need to tell the DSL. Where emergency action is needed (i.e. to save life) this should be taken without delay.
- **Report** – tell your DSL without delay.
- **Record** - write down exactly what has been said to you, not a summary and send it to the DSL securely.
- **Refer** – your DSL will decide next steps which may mean a referral to social services or another service. They will follow statutory guidance and best practice in relation to whether consent is needed from the person (or their parent/carer if under 18).

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### 7.4 Contact Details

Role and Name	Email	Phone
Designated Safeguarding and Prevent Lead (DSL) – Elena Liquete	Elena.liquete@dyson.com	07849613411
Designated Safeguarding and Prevent Officer – Ilona Depraz-Brenninkmeijer	Ilona.DeprazBrenninkmeijer@dyson.com	07742404160

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### 7.5 Immediate or emergency response required

Where immediate or emergency action is required to secure the safety or welfare of young people or where police assistance is required, such action should not be delayed in order to speak to the DSL. Examples include (but are not limited to) where a person or persons are injured and need urgent medical attention or a threat to life such as criminal acts.

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### 7.6 Concerns arising in the course of other procedures

7.6.1 It is important to recognise that safeguarding concerns, allegations or incidents will not always first emerge or be reported as safeguarding. They may arise for example through a complaint, grievance or health and safety incident.

7.6.2 It is the responsibility of staff who lead on policies and procedures to recognise when there is a safeguarding issue and to raise this with the DSL in the first instance. The DSL will decide whether further action should be taken under the safeguarding policy.

7.6.3 It may be necessary to temporarily suspend other investigation processes (e.g. complaints) where a safeguarding issue is identified as this must take priority.

7.6.4 Safeguarding matters, however they arise, must be reported to the DSL.

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## 7.7 Student Support Review

7.7.1 The Dyson Institute operates a triaging system, known as Student Support Review (SSR), in which relevant staff members meet monthly to discuss students' performance academically, in the workplace and their general wellbeing.

7.7.2 The SSR is designed to identify concerns and support appropriate action.

7.7.3 The DSL or DSPO must attend all SSRs in order to identify potential safeguarding concerns and initiate the process outline in Section 8.0.

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## 8.0 Responding to a safeguarding concern

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### 8.1 Process

8.1.1 On receipt of a Safeguarding Report, the DSL will take the following action.

#### Same working day:

- Confirm receipt of the Report
- Review the Report and ensure that there is sufficient information and detail in the Report to be able to make an assessment as to next steps. Where there is insufficient information or clarification is needed, the DSL must take steps to obtain this. However, where there is imminent or significant risk of harm, this should not delay any safeguarding actions being taken
- Where immediate or emergency action is required, ensure that this is put in place (e.g. calling emergency services)
- Enter the Report into the Safeguarding Log (Appendix B)

#### As soon as possible:

- Seek advice and support from appropriate external agency (e.g. Children’s or Adult’s Services, Police, Prevent Co-ordinator)
- Decide whether a referral should be made and if so consider whether consent is required (best practice)
- Complete any appropriate referral (e.g. to Adult Services)
- Agree appropriate next steps within The Dyson Institute. These may range from agreeing a monitoring approach to initiating another policy or process, such as Fitness to Study.
- If the matter has arisen as a result of another formal process, that process may need to be suspended pending the outcome of the safeguarding review and/or any HR procedures

8.1.2 Throughout the process, it is imperative that both the individual who is the subject of the concern, and the individual who has reported the concern, are supported.

8.1.3 The Safeguarding Log should be kept up to date throughout this process. All decisions and meetings relating to the safeguarding matter should be recorded promptly and stored confidentially and in accordance with Data Privacy requirements.

8.1.4 The DSL must deal with all safeguarding matters in line with the Safeguarding Policy, data protection and other relevant policies.

8.1.5 The DSL will liaise with relevant teams such as HR in order to ensure that the appropriate policies and procedures are being followed.

8.1.6 It is never an option to do nothing when a safeguarding matter arises. The DSL must seek advice from relevant external agencies and lead on internal action plans to provide support for the individual concerned.

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### 8.2 Consent

8.2.1 Best practice is that consent should be sought from the individual (or parent/carer for those under 18) before sharing information with external bodies.

8.2.2 However, obtaining consent must not be a barrier to safeguarding where a young person is being or is at risk of being harmed, or where failure to report could undermine the investigation, prevention, detection or prosecution of a serious crime.

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### 8.3 Referral

8.3.1 The DSL will seek advice from the appropriate external body (e.g. adult or child services). Where information indicates an individual is at risk of immediate harm, it must be reported to the police.

8.3.2 Where there is a duty to report the matter to the police, the relevant policy leads (e.g. HR, DSL) will decide who will take responsibility for this and will keep each other informed of progress and any actions required to mitigate risk. In the case of a safeguarding matter, the lead responsibility will usually be the DSL.

8.3.3 Where there is a police investigation and/or criminal proceedings, any internal investigation will be suspended pending the outcome of police investigation. However, HR policies and procedures, where appropriate, will be followed.

8.3.4 Where a referral to local authority is made, the DSL must make themselves familiar with the local authority's processes (via website).

- Ensure that confirmation of receipt of referral is received within 24 hours.
- Monitor any ongoing risk for individual and ensure they are supported, and appropriate action is being taken.
- If the referral is not accepted by the local authority (or other agency), consider whether it is appropriate to escalate to challenge the decision.

8.3.5 In all cases, The Dyson Institute must consider the welfare and impact of any safeguarding matter on staff, students and others who may be affected, and offer appropriate support.

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## 9.0 Supporting students to understand safeguarding and prevent

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9.1 The Dyson Institute supports all students through the Student Support Advisors (SSA). Each student is allocated an SSA who they can contact for advice and support.

9.2 Student Support Advisors – student may request support from the Student Support Advisor. This may include additional resources and/or external support (for example, psychology services and signposting to other relevant support), as appropriate. The Student Support Advisor may be the first port of call for low level concerns.

9.3 Student awareness - all students are informed about Safeguarding during their induction and given information on how to access internal and specialist external support agencies. These messages are reinforced to students at regular intervals during their programme, for instance, during meetings with their Student Support Advisor.

9.4 Monitoring Student Support Provision – the impact of the support and resources available to students is measured informally through general Student Support feedback throughout the year and formally through annual student surveys and the Pillar Review at the end of the academic year. Suggestions for improvements will always be considered within 10 working days and acted on where feasible.

9.5 The Recruitment and Admissions Manager will advise on the admission of under-18 students and students who have indicated they may need additional support to enable the relevant Student Support Advisor to monitor the students' welfare.

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## 10.0 Supporting staff to understand safeguarding and prevent

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### 10.1 Recruitment processes

10.1 The Dyson Institute will take all appropriate steps during the recruitment and selection of staff to ensure that unsuitable people are prevented from joining the staff. It will ensure that its expectations regarding setting a safeguarding culture are made clear at the outset and throughout the recruitment process.

10.2 The Dyson Institute is registered with the Disclosure and Barring Service (DBS). All new staff are subject to DBS checks as a condition of employment.

10.3 The HR team is responsible for ensuring all recruitment processes and offers of employment are in line with the safeguarding principles set out in this policy.

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### 10.2 Staff training

10.2.1 All Dyson Institute staff (including Council Members), and all Dyson Technology staff with a role in the training and support of students must complete relevant training as part of their induction or on appointment to relevant role. They must take part in additional courses as appropriate (for example, in the event of a legislative change or an update to a Dyson Institute Policy).

10.2.2 All individuals with safeguarding responsibilities will receive refresher training on a three-year cycle in order to ensure that their practice remains current and appropriate.

10.2.3 Training will be:

- Proportionate to the role and responsibilities.
- Raise awareness of Safeguarding and Prevent Duty and staff responsibilities.
- Adhere to policies, procedures and systems.
- Be regularly updated/refreshed (determined in the risk assessment and action plan).

10.2.4 Training will be documented to ensure that it is up to date and role appropriate.

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## 11.0 Digital equipment and systems

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11.0.1 The Dyson Institute recognises there are safeguarding risks related to using digital technology. It has robust policies and systems in place which are regularly reviewed to ensure risk assessment is up to date and appropriate risk mitigation is in place.

11.0.2 Dyson Institute staff and students use IT equipment provided by Dyson Technology, and conduct their work on the Dyson Technology network. The Dyson Institute therefore observes Dyson's Global IT Acceptable Use Policy. This comprehensive policy considers unacceptable use to be, among other definitions, "Knowingly accessing or sending material likely to facilitate an illegal act; information about, or software designed for, breaching security controls or creating computer viruses; material that is obscene, sexually explicit, defamatory, incites or depicts violence, or describes techniques for criminal or terrorist acts; or material that is illegal under local or International law".

11.0.3 Dyson's Global IT Acceptable Use Policy explicitly references the Prevent Duty.

11.0.4 Students using their own IT equipment at the Dyson Campus or the Dyson Village have access to the Dyson Institute's Zinc Network. The Zinc Network has its own acceptable use policy (AUP), designed to protect The Dyson Institute and its students from harm caused by the misuse of the network. Misuse includes both deliberate and inadvertent actions. The Zinc Network AUP explicitly references the Prevent Duty.

11.0.5 In accordance with this requirement, Dyson reserves the right to monitor, intercept and review, without further notice, all information passed across its IT resources and communications systems, including but not limited to e-mail, telephone conversations and voice mail recordings, instant messages and internet and social media postings and activities, and employees consent to such monitoring through use of the Dyson resources and systems.

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## 12.0 Records and information sharing

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12.0.1 Records and information sharing must be compliant with Data Protection Act 2018 and Dyson Institute Data Protection and Global Record Retention Policy.

12.0.2 Records in relation to a person and a safeguarding issue must be:

- Confidential.
- Factual, correct and up to date.
- Clearly indicate decisions made, by whom and actions.
- Reviewed regularly to ensure actions are followed up.

12.0.3 Remember that at any time, an individual may make a Subject Access Request and so, it is good practice to record in such a way as to imagine the person reading their own records. It is good practice to seek the consent of the individual before sharing information with external bodies, except in certain circumstances (such as risk to life, child protection, allegations against staff).

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## 13.0 Monitoring and review

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13.0.1 The Dyson Institute takes its Safeguarding and Prevent duties very seriously and as such there is a standing item on the agenda of each Council meeting for the Director to report necessary developments as appropriate.

13.0.2 A formal review of this policy, based on feedback, observations and reflections on the year as well as most recent guidance in best practice, takes place annually.

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# Appendices

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- Appendix A: Signs and indicators of abuse or harm
- Appendix B: Safeguarding Log
- Appendix C: Staff and Student Relationships
- Appendix D: International Travel

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## Appendix A: Signs and indicators of abuse or harm

A.0.1 There is no exhaustive list of indicators of abuse and harm. This document has been created for the purposes of raising awareness. Concerns should always be followed up and discussed with the DSL in order to ensure that the most up to date information and guidance is being followed.

A.0.2 The following information on types of abuse or harm and their indicators is based on resources including:

*London Child Protection Procedures*

*NSPCC*

*The Children's Society*

*SCIE (Social Care Institute for Excellence)*

*Ann Craft Trust*

*NSPCC*

*Pan London Multi-agency Adult Safeguarding Policy and Procedures*

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### A.1.0 Physical abuse

A.1.1 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a young person.

A.1.2 Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a young person

Recognising physical abuse:

A.1.3 Patterns of bruising that are suggestive of physical abuse include:

- Bruising in children who are not independently mobile.
- Bruises that are seen away from bony prominences.
- Bruises to the face, back, stomach, arms, buttocks, ears and hands.
- Multiple bruises in clusters.
- Multiple bruises of uniform shape.
- Bruises that carry the imprint of an implement used, hand marks or fingertips.

A.1.4 Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising.

A.1.5 Other physical signs of abuse may include:

- Cigarette burns.
- Adult bite marks.
- Broken bones.

#### A.1.6 Changes in behaviour which can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed.
- Depression.
- Withdrawn behaviour.
- Running away from home.
- Watchful and alert excessively.
- Wears inappropriate clothing to cover up injuries.

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### A.2.0 Emotional abuse

A.2.1 Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent effects on the young person's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a young person, though it may occur alone.

#### Recognising emotional abuse

A.2.2 Emotional abuse can be difficult to measure, and often young people who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of young people not being allowed to mix with other young people.

#### A.2.3 The physical signs of emotional abuse may include:

- A failure to thrive or grow, particularly if the young person puts on weight in other circumstances, e.g. in hospital or away from their parents' care.
- Sudden speech disorders.
- Developmental delay, either in terms of physical or emotional progress.

#### A.2.4 Changes in behaviour which can also indicate emotional abuse include:

- Neurotic behaviour, e.g. sulking, hair twisting, rocking.
- Fear of making mistakes.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behaviour (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

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### A.3.0 Sexual abuse

A.3.1 Sexual abuse involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. It includes non-contact activities e.g. looking at or involved in production of pornographic images.

## Recognising sexual abuse

A.3.2 Adults who use young people to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

A.3.3 Usually, in cases of sexual abuse, it is the young person's behaviour which may cause you to become concerned, although physical signs can also be present.

A.3.4 In all cases, young people who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

A.3.5 Sexual abuse includes child sexual exploitation.

A.3.6 The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal areas.
- Bruising or bleeding near genital/anal areas.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

A.3.7 Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour, e.g., becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people. Makes strong efforts to avoid a specific person, without an obvious reason.
- Having nightmares.
- Running away from home.
- Seductive behaviour.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Trouble walking or sitting.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

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## A.4.0 Neglect

A.4.1 Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development.

### Recognising neglect

A.4.2 Neglect can be a difficult form of abuse to recognise yet have some of the most lasting and damaging effects on young people.

A.4.3 The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from others.
- Constantly dirty or smelly.
- Loss of weight or being constantly underweight.
- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Untreated illnesses and physical injuries.

A.4.4 Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.
- Having few friends.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

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## A.5.0 Other areas of harm and abuse

A.5.1 Be aware that young people and adults can be adversely affected, harmed and abused by other's behaviour both inside and outside their family/home context. The information below is not an exhaustive list and you should not limit your actions to safeguard a young person. Where you have concerns, discuss with the DSL.

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## A.6.0 Domestic abuse (also relationship abuse)

A.6.1 Any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

- Can happen inside and outside the home.
- Can happen over the phone, on the internet and on social networking sites.
- Can happen in any relationship and can continue even after the relationship has ended.
- Both men and women can be abused or abusers.
- It can be emotional, physical, sexual, financial or psychological, such as:
  - Kicking, hitting, punching or cutting.
- Rape (including in a relationship).
- Controlling someone's finances by withholding money or stopping someone earning.
- Controlling behaviour, like telling someone where they can go and what they can wear.
- Not letting someone leave the house.
- Reading emails, text messages or letters.
- Threatening to kill someone or harm them.
- Threatening to another family member or pet.

### Recognising Domestic/Relationship Abuse:

A.6.2 It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Young people might also feel frightened and confused, keeping the abuse to themselves.

A.6.3 Signs that a young person has witnessed domestic abuse can include:

- Aggression or bullying.
- Anti-social behaviour, like vandalism.
- Anxiety, depression or suicidal thoughts.
- Attention seeking.

- Bed-wetting, nightmares or insomnia.
- Constant or regular sickness, like colds, headaches and mouth ulcers.
- Drug or alcohol use.
- Eating disorders.
- Problems in school or trouble learning.
- Tantrums.
- Withdrawal.

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### A.7.0 Grooming

A.7.1 Grooming refers to a situation in which someone builds a relationship, trust and emotional connection with a young person and also adults so they can manipulate, exploit and abuse them or those they care for.

A.7.2 Young people who are groomed can be sexually abused, exploited or trafficked.

A.7.3 Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative.

A.7.5 Young people and adults can be groomed online, in person or both – by a stranger or someone they know. This could be a family member, a friend or someone who has targeted them – like a teacher, faith group leader or sports coach. It may also take place online. In this case the groomer may pose as someone else (e.g. a peer, mentor or lover) and develop a friendship or sexual relationship in order to gain trust.

A.7.5 Note that they may have many different purposes and may lead to sexual exploitation, abuse, trafficking, radicalisation.

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### A.8.0 Bullying

A.8.1 Bullying can detract from a productive working and learning environment and can affect the health, integrity, confidence, morale and performance of those affected by it, including those who witness or know about such unwanted behaviour. It may occur in the workplace, in the learning environment and in related social events.

A.8.2 Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the person wherever they go, via social networks, gaming and mobile phone

A.8.3 Look for changes in the person. However, be aware that not all people who are bullied exhibit warning signs.

A.8.4 Some signs that may point to a bullying problem are:

- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in work or studies.
- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.
- Self-destructive behaviours such as staying out, harming themselves, or talking about suicide.

#### A.8.5 Cyberbullying can include:

- Sending threatening or abusive text messages.
- Creating and sharing embarrassing images or videos.
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games.
- Excluding others from online games, activities or friendship groups.
- Shaming someone online.
- Setting up hate sites or groups about a particular person.
- Encouraging people to self-harm.
- Voting for or against someone in an abusive poll.
- Creating fake accounts, hijacking or stealing online identities to embarrass a person or cause trouble using their name.
- Sending explicit messages, also known as sexting.
- Pressuring young people into sending sexual images or engaging in sexual conversations.

A.8.6 Anyone who is bullied can experience negative physical and mental health issues. Young people who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints

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### A.9.0 Sexual exploitation

A.9.1 Child sexual exploitation (CSE) is a type of sexual abuse. When a young person is exploited, they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Young people are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused.

A.9.2 Young people can be trafficked into or within the UK to be sexually exploited. Young people in gangs can also be sexually exploited.

A.9.3 Signs of sexual exploitation may include:

- Periods of going missing overnight or longer.
- Older 'boyfriend' / relationship with controlling adult.
- Physical/emotional abuse by that 'boyfriend'/controlling adult.
- Entering/leaving vehicles driven by unknown adults.
- Unexplained amounts of money, expensive clothing or other items.
- Frequenting areas known for on or off-street sexual exploitation.
- Physical injury without plausible explanation.
- Disclosure of sexual/physical assault followed by withdrawal of allegation.
- Peers involved in clipping (receiving payment in exchange for agreement to perform sexual acts but not performing the sexual act)/sexual exploitation.

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### A.10.0 Female genital mutilation (FGM)

A.10.1 Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. It is important to note that the procedure has no health benefits.

A.10.2 A girl or young woman may have already suffered or be at risk of FGM. It can happen at any time from birth through childhood, teens, marriage and in some cases, adult maturity.

A.10.3 Further information on safeguarding women and girls at risk of FGM can be found at:

[www.gov.uk/government/publications/safeguarding-women-and-girls-at-risk-of-fgm](http://www.gov.uk/government/publications/safeguarding-women-and-girls-at-risk-of-fgm)

Early warning signs it may happen including a "cutter" is visiting, ceremonies such as preparation for marriage or birth, other female relatives have had it done, planned long holiday abroad, behaviour e.g. threatening to leave home

A.10.4 The girl or young woman may:

- Have difficulty walking, standing or sitting.
- Spend longer in the bathroom or toilet.
- Appear quiet, anxious or depressed.
- Act differently after an absence from school or college or community.
- Reluctant to go to the doctors or have routine medical examinations.
- Ask for help – though they might not be explicit about the problem because they're scared or embarrassed.

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### A.11.0 Forced Marriage

A.11.1 This is a term used to describe a marriage in which one or both of the parties are married without their consent or against their will. A forced marriage differs from an arranged marriage, in which both parties' consent to the assistance of a third party in identifying a spouse. The Anti-Social Behaviour, Crime and Policing Act 2014 make it a criminal offence to force someone to marry.

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### A.12.0 Human Trafficking

A.12.1 Trafficking is where young people or adults are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. People may be trafficked for:

- Sexual exploitation.
- Benefit fraud.
- Forced marriage.
- Domestic slavery like cleaning, cooking and childcare.
- Forced labour in factories or agriculture.
- Committing crimes, like begging, theft, working on cannabis farms or moving drugs.

A.12.2 Note that young people and adults often don't realise they are being trafficked/exploited and may genuinely believe they are being helped and protected. Or they may be too scared to speak for fear of violence to themselves or their family. They will be suffering abuse and harm such as emotional and neglect.

A.12.3 Signs of trafficking may include:

- Spend a lot of time doing household chores.
- Rarely leave their house or have no time for playing.
- Be orphaned or living apart from their family.
- Live in low-standard accommodation.
- Be unsure which country, city or town they're in.
- Can't or are reluctant to share personal information or where they live.
- Not be registered with a school or a GP practice.
- Have no access to their parents or guardians.
- Be seen in inappropriate places like brothels or factories.
- Have money or things you wouldn't expect them to.

- Have injuries from workplace accidents.
- Give a prepared story which is very similar to stories given by others.

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### A.13.0 Gangs and Youth Violence

A.13.1 The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity. A gang in this context is different from a peer group. Gang membership may involve criminal activity and can lead to criminal exploitation.

A.13.2 A young person might be recruited into a gang because of where they live or because of who their family is. They might join because they don't see another option or because they feel like they need protection.

A.13.3 Studies show that a young person is more at risk of being recruited if:

- They've been excluded from school.
- They have special education needs.
- There are problems at home like neglect, domestic abuse or sexual abuse.
- They have problems with their mental health.
- They live in existing gang territory.

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### A.14.0 Criminal Exploitation / County Lines

A.14.1 County lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries, usually by children or vulnerable people who are coerced into it by gangs. This can involve young people being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. This can include:

- Airbnb and short term private rental properties.
- Budget hotels.
- The home of a drug user, or other vulnerable person, that is taken over by a criminal gang- this may be referred to as cuckooing.

A.14.2 It is estimated that around 4,000 teenagers in London alone (Children's Commissioner) are being exploited through child criminal exploitation, or 'county lines'. The young person is at risk of being treated as a criminal.

A.14.3 Part of the grooming process may include being a gang member, promises of money, friendship and status. Once a part of the system, young people are controlled using threats, violence and sexual abuse, leaving them traumatised and living in fear.

A.14.4 Young people who may be particularly vulnerable to county lines may be:

- Homeless.
- Experiencing learning difficulties.
- Being bullied/looking for protection.
- Going through family breakdowns.
- Struggling at school.
- Living in care.
- Feeling trapped e.g. poverty.
- Suffering other forms of child abuse or harm.

A.14.5 Recognising signs of criminal exploitation/county lines abuse:

- Returning home late, staying out all night or going missing.

- Being found in areas away from home.
- Increasing drug use or being found to have large amounts of drugs on them.
- Being secretive about who they are talking to and where they are going.
- Unexplained absences from school, college, training or work.
- Unexplained money, phone(s), clothes or jewellery.
- Increasingly disruptive or aggressive behaviour.
- Using sexual, drug-related or violent language you wouldn't expect them to know.
- Coming home with injuries or looking particularly dishevelled.
- Having hotel cards or keys to unknown places.

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### A.15.0 Radicalisation

A.15.1 The aim of radicalisation is to attract people to their reasoning, inspire new recruits and embed their extreme views and persuade vulnerable individuals of the legitimacy of their cause. This may be directly through a relationship, or indirectly through social media.

A.15.2 There are several factors that may make an individual susceptible to exploitation by violent extremists. None of these factors should be considered in isolation, but in conjunction with the circumstances of the individual.

A.15.3 An assessment can be found here: [www.gov.uk/government/publications/channel-vulnerability-assessment](http://www.gov.uk/government/publications/channel-vulnerability-assessment)

A.15.4 Prevent is part of the Government's counter-terrorism strategy CONTEST and aims to provide support and re-direction to vulnerable individuals at risk of being groomed into terrorist activity before any crimes are committed.

A.15.5 The Counter-Terrorism and Security Act 2015 requires specified authorities, in the exercise of their functions to have due regard to the need to prevent people being drawn into terrorism. The support available for individuals at risk of being radicalised is called Channel.

### Recognising radicalisation

A.15.5 Radicalisation can be difficult to spot. Signs that may indicate a person is being radicalised may include:

- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- Unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- People who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

A.15.6 However, these signs don't necessarily mean a person is being radicalised – there may be a sign that something else is wrong.

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## A.16.0 Adults

A.16.1 Abuse and harm can occur to both young people and adults. There are some specific areas of abuse and harm that relate specifically to adults. Some of these are set out below.

### Self-neglect

- Lack of self-care to an extent that it threatens personal health and safety.
- Neglecting to care for one's personal hygiene, health or surroundings.
- Inability to avoid self-harm.
- Failure to seek help or access services to meet health and social care needs.
- Inability or unwillingness to manage one's personal affairs.

### Indicators of self-neglect

- Very poor personal hygiene.
- Unkempt appearance.
- Lack of essential food, clothing or shelter.
- Malnutrition and/or dehydration.
- Living in squalid or unsanitary conditions.
- Neglecting household maintenance.
- Hoarding.
- Collecting a large number of animals in inappropriate conditions
- Non-compliance with health or care services.
- Inability or unwillingness to take medication or treat illness or injury.

### Discriminatory abuse

- Unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation (known as 'protected characteristics' under the Equality Act 2010).
- Verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic.
- Denying access to communication aids, not allowing access to an interpreter, signer or lip-reader.
- Harassment or deliberate exclusion on the grounds of a protected characteristic.
- Denying basic rights to healthcare, education, employment and criminal justice relating to a protected characteristic.
- Substandard service provision relating to a protected characteristic.

### Possible indicators of discriminatory abuse

- The person appears withdrawn and isolated.
- Expressions of anger, frustration, fear or anxiety.
- The support on offer does not take account of the person's individual needs in terms of a protected characteristic.

### Organisational or institutional abuse

- Discouraging visits or the involvement of relatives or friends.
- Run-down or overcrowded establishment.
- Authoritarian management or rigid regimes.
- Lack of leadership and supervision.
- Insufficient staff or high turnover resulting in poor quality care.
- Abusive and disrespectful attitudes towards people using the service.
- Lack of respect for dignity and privacy.
- Failure to manage residents with abusive behaviour.
- Not providing adequate food and drink, or assistance with eating.
- Not offering choice or promoting independence.

- Misuse of medication.
- Failure to provide care with dentures, spectacles or hearing aids.
- Not taking account of individuals' cultural, religious or ethnic needs.
- Failure to respond to abuse appropriately.
- Interference with personal correspondence or communication.
- Failure to respond to complaints.

#### **Possible indicators of organisational or institutional abuse**

- Lack of flexibility and choice for people using the service.
- Inadequate staffing levels.
- People being hungry or dehydrated.
- Poor standards of care.
- Lack of personal clothing and possessions and communal use of personal items.
- Lack of adequate procedures.
- Poor record-keeping and missing documents.
- Absence of visitors.
- Few social, recreational and educational activities.
- Public discussion of personal matters.
- Unnecessary exposure during bathing or using the toilet.
- Absence of individual care plans.
- Lack of management overview and support.

#### **Physical abuse**

- Assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing.
- Rough handling.
- Scalding and burning.
- Physical punishments.
- Inappropriate or unlawful use of restraint.
- Making someone purposefully uncomfortable (e.g. opening a window and removing blankets).
- Involuntary isolation or confinement.
- Misuse of medication (e.g. over-sedation).
- Forcible feeding or withholding food.
- Unauthorised restraint, restricting movement (e.g. tying someone to a chair).

#### **Possible indicators of physical abuse**

- No explanation for injuries or inconsistency with the account of what happened.
- Injuries are inconsistent with the person's lifestyle.
- Bruising, cuts, welts, burns and/or marks on the body or loss of hair in clumps.
- Frequent injuries.
- Unexplained falls.
- Subdued or changed behaviour in the presence of a particular person.
- Signs of malnutrition.
- Failure to seek medical treatment or frequent changes of GP.

#### **Sexual abuse**

- Rape, attempted rape or sexual assault.
- Inappropriate touch anywhere.
- Non- consensual masturbation of either or both persons.
- Non- consensual sexual penetration or attempted penetration of the vagina, anus or mouth.
- Any sexual activity that the person lacks the capacity to consent to.
- Inappropriate looking, sexual teasing or innuendo or sexual harassment.
- Sexual photography or forced use of pornography or witnessing of sexual acts.

- Indecent exposure.

### Possible indicators of sexual abuse

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck.
- Torn, stained or bloody underclothing.
- Bleeding, pain or itching in the genital area.
- Unusual difficulty in walking or sitting.
- Foreign bodies in genital or rectal openings.
- Infections, unexplained genital discharge, or sexually transmitted diseases.
- Pregnancy in a woman who is unable to consent to sexual intercourse.
- The uncharacteristic use of explicit sexual language or significant changes in sexual behaviour or attitude.
- Incontinence not related to any medical diagnosis.
- Self-harming.
- Poor concentration, withdrawal, sleep disturbance.
- Excessive fear/apprehension of, or withdrawal from, relationships.
- Fear of receiving help with personal care.
- Reluctance to be alone with a particular person.

### Financial or material abuse

- Theft of money or possessions.
- Fraud, scamming.
- Preventing a person from accessing their own money, benefits or assets.
- Employees taking a loan from a person using the service.
- Undue pressure, duress, threat or undue influence put on the person in connection with loans, wills, property, inheritance or financial transactions.
- Arranging less care than is needed to save money to maximise inheritance.
- Denying assistance to manage/monitor financial affairs.
- Denying assistance to access benefits.
- Misuse of personal allowance in a care home.
- Misuse of benefits or direct payments in a family home.
- Someone moving into a person's home and living rent free without agreement or under duress.
- False representation, using another person's bank account, cards or documents.
- Exploitation of a person's money or assets, e.g. unauthorised use of a car.
- Misuse of a power of attorney, deputy, appointeeship or other legal authority.
- Rogue trading – e.g. unnecessary or overpriced property repairs and failure to carry out agreed repairs or poor workmanship.

### Possible indicators of financial or material abuse

- Missing personal possessions.
- Unexplained lack of money or inability to maintain lifestyle.
- Unexplained withdrawal of funds from accounts.
- Power of attorney or lasting power of attorney (LPA) being obtained after the person has ceased to have mental capacity.
- Failure to register an LPA after the person has ceased to have mental capacity to manage their finances, so that it appears that they are continuing to do so.
- The person allocated to manage financial affairs is evasive or uncooperative.
- The family or others show unusual interest in the assets of the person.
- Signs of financial hardship in cases where the person's financial affairs are being managed by a court appointed deputy, attorney or LPA.
- Recent changes in deeds or title to property.
- Rent arrears and eviction notices.
- A lack of clear financial accounts held by a care home or service.

- Failure to provide receipts for shopping or other financial transactions carried out on behalf of the person.
- Disparity between the person's living conditions and their financial resources, e.g. insufficient food in the house.
- Unnecessary property repairs.

### **Neglect and acts of omission**

- Failure to provide or allow access to food, shelter, clothing, heating, stimulation and activity, personal or medical care.
- Providing care in a way that the person dislikes.
- Failure to administer medication as prescribed.
- Refusal of access to visitors.
- Not taking account of individuals' cultural, religious or ethnic needs.
- Not taking account of educational, social and recreational needs.
- Ignoring or isolating the person.
- Preventing the person from making their own decisions.
- Preventing access to glasses, hearing aids, dentures, etc.
- Failure to ensure privacy and dignity.

### **Possible indicators of neglect and acts of omission**

- Poor environment – dirty or unhygienic.
- Poor physical condition and/or personal hygiene.
- Pressure sores or ulcers.
- Malnutrition or unexplained weight loss.
- Untreated injuries and medical problems
- Inconsistent or reluctant contact with medical and social care organisations.
- Accumulation of untaken medication.
- Uncharacteristic failure to engage in social interaction.
- Inappropriate or inadequate clothing

### **Psychological or emotional abuse**

- Enforced social isolation – preventing someone accessing services, educational and social opportunities and seeing friends.
- Removing mobility or communication aids or intentionally leaving someone unattended when they need assistance.
- Preventing someone from meeting their religious and cultural needs.
- Preventing the expression of choice and opinion.
- Failure to respect privacy.
- Preventing stimulation, meaningful occupation or activities.
- Intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse.
- Addressing a person in a patronising or infantilising way.
- Threats of harm or abandonment.
- Cyber bullying.

### **Possible indicators of psychological or emotional abuse**

- An air of silence when a particular person is present.
- Withdrawal or change in the psychological state of the person.
- Insomnia.
- Low self-esteem.
- Uncooperative and aggressive behaviour.
- A change of appetite, weight loss/gain.
- Signs of distress: tearfulness, anger.
- Apparent false claims, by someone involved with the person, to attract unnecessary treatment.

## Sexual Exploitation - adults

A.16.4 Involves exploitative situations, contexts and relationships where adults at risk (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. It affects men as well as women.

A.16.5 People who are sexually exploited do not always perceive that they are being exploited. In all cases those exploiting the adult have power over them by virtue of their age, gender, intellect, physical strength, and/or economic or other resources. There is a distinct inequality in the relationship.

A.16.6 Signs to look out for are not being able to speak to the adult alone, observation of the adult seeking approval from the exploiter to respond and the person exploiting the adult answering for them and making decisions without consulting them.

## Honour Based Violence

A.16.7 Honour based violence is a term used to describe violence committed within the context of the extended family and motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. It is usually a criminal offence and referring to the police must always be considered. Women are predominantly (but not exclusively) the victims and the violence is often committed with a degree of collusion from family members and/or the community. Some of these victims will contact the police or other organisations. However, many others are so isolated and controlled that they are unable to seek help.

A.16.8 Adult safeguarding concerns that may indicate honour-based violence include domestic violence, concerns about forced marriage, enforced house arrest and missing person's reports. If an adult safeguarding concern is raised, and there is a suspicion that the adult is the victim of honour-based violence, referring to the police must always be considered as they have the necessary expertise to manage the risk.

## Restraint

A.16.9 Unlawful or inappropriate use of restraint or physical interventions. In extreme circumstances unlawful or inappropriate use of restraint may constitute a criminal offence. Someone is using restraint if they use force, or threaten to use force, to make someone do something they are resisting, or where an adult's freedom of movement is restricted, whether they are resisting or not.

A.16.10 Restraint covers a wide range of actions. It includes the use of active or passive means to ensure that the person concerned does something, or does not do something they want to do, for example, the use of keypads to prevent people from going where they want from a closed environment.

## Hate Crime

A.16.11 The police define Hate Crime as 'any incident that is perceived by the victim, or any other person, to be racist, homophobic, transphobic or due to a person's religion, belief, gender identity or disability'. It should be noted that this definition is based on the perception of the victim or anyone else and is not reliant on evidence. In addition, it includes incidents that do not constitute a criminal offence.

## Mate Crime

A.16.12 A "mate crime" is when "vulnerable people are befriending by members of the community who go on to exploit and take advantage of them" (Safety Network Project, ARC). It may not be an illegal act, but it still has a negative effect on the individual. A mate crime is carried out by someone the adult knows, and it often happens in private. In recent years there have been a number of Serious Care Reviews relating to people with a learning disability who were seriously harmed, or even murdered, by people who purported to be their friend.

## Appendix B: Safeguarding Log

Case reference number	Date incident was logged
Review date	Date incident was closed
Date and time of incident/disclosure	Parties who were involved, including any witnesses to an event
Name and contact details of person reporting concern.	Name and role of the person reporting the concern.
What is the reason for the Report (i.e. incident, harm or abuse)?	Name of the person of concern Gender Age Ethnicity
Are there any others at risk? Y/N	If so who?
What was said or done and by whom?	What does the person want to see happen next?
Have you explained what you need to do next?	Any action taken by the Dyson Institute
Were external agencies were informed?	Retention Period
Discussions or further details obtained:	Planned Action (with dates) and rationale:
Action Taken	Outcome: (record here the outcome/s i.e. whether and how resolved or referred). Is there any learning that should be applied to future practice?

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## Appendix C: Staff and Student Relationships

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C.0.1 Staff members should ensure that they are mindful of the ethical responsibilities inherent in the staff/student relationship. Intimate relationships between staff and students under the age of 18 are strictly prohibited. Relationships between staff and students over the age of 18 are strongly discouraged where there is a professional connection between the member of staff and the student.

C.0.2 Any personal relationship between staff and students must be reported to the Director of The Dyson Institute immediately by the member of staff. The matter will be passed to the staff member's line manager only.

C.0.3 Safeguarding young people is a priority for The Dyson Institute. Staff are responsible for ensuring that no personal relationship with a student is or could be perceived to be coercive or an abuse of power. This includes, but is not limited to, promising rewards for preferential treatment such as additional teaching support or mentoring or threatening the withdrawal of support if advances are not accepted.

C.0.4 Where no personal relationship has been declared, staff should ensure that wherever possible, all communications with students take place via Dyson's email and telephone systems rather than communicating with students via social media, WhatsApp or text messaging. On occasions, it may be necessary to communicate with students via these alternative methods for exceptional and justified reasons.

C.0.5 Where a personal relationship exists with a student:

- The member of staff should not be involved in decisions relating to the student; including but not exclusively: admitting the student, assessing the student's work, or making decisions which impact the student, for example securing funding.
- A personal relationship should be disclosed at the start of any meeting (formal or informal) where the member of staff is present at which the student is being discussed, for example a board of examiners. The nature of the relationship does not need to be disclosed. If they were not aware that the student was being discussed at the beginning, they should disclose the relationship at the first possible opportunity.
- The member of staff should not take any direct individual responsibility for the pastoral care and support of the student. Members of staff should not access the records of any student that they have a personal relationship with unless specifically requested to do so by a manager who is aware of their relationship.

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## Appendix D: International Travel

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D.0.1 There are elements of the Degree Apprenticeship programme which may be delivered at Dyson Technology Ltd sites around the world, which is considered to add value to students' learning through internationalisation.

D.0.2 Where an international element of the programme is delivered, a risk assessment is carried out as standard and Safeguarding is incorporated into the risk assessment at the planning stage.

D.0.3 No students under the age of 18 are permitted to travel internationally as part of the Degree Apprenticeship programme.

D.0.4 Pre-departure briefings and information will provide students with the necessary information to contact appropriate members of staff in the host country and in the UK, should they require to do so. These briefings will also include information on personal security and safety when visiting the specific country.

D.0.5 No trips will be permitted if travel guidance from the Foreign and Commonwealth Office prohibits it.