
Safeguarding and Prevent Policy

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Contents

1.0 Introduction	3
2.0 Safeguarding	6
3.0 The Prevent Duty.....	9
4.0 The Dyson Institute approach to Safeguarding and Prevent	10
5.0 Roles and responsibilities	11
6.0 Recognising a safeguarding concern.....	14
7.0 Reporting a safeguarding concern	16
8.0 Responding to a safeguarding concern.....	19
9.0 Supporting students to understand safeguarding and prevent.....	21
10.0 Supporting staff to understand safeguarding and prevent.....	21
11.0 Digital equipment and systems	22
12.0 Records and information sharing	22
13.0 Monitoring and review	23
Appendices	24
Appendix A: Signs and indicators of abuse or harm.....	24
Appendix B: International travel.....	34

1.0 Introduction

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. The Dyson Institute understands our duty to fulfilling its responsibilities under the Prevent Duty.

1.1 Vision and mission

The Dyson Institute's vision is to develop the best engineers in the world who will pioneer technologies and radical new designs that will shape the future of engineering and innovation.

The Dyson Institute's mission is to support Dyson by combining rigorous academic programmes with work on revolutionary future products, advancing technology globally through ground-breaking research and the development of engineering leaders.

1.2 Objectives

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.

- 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 and Prevent duties.

1.3 Scope

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).

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.

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

Definitions

Dyson Institute - The Dyson Institute of Engineering and Technology

student – a person enrolled on a programme at the Dyson Institute. Students are also contracted to Dyson Technologies Ltd as staff. Where this policy refers to “staff” it shall include students this may include people under and over 18 years of age.

Staff – Student Support Advisors, line managers, technical mentors, academic teachers and tutors, students administrative and management staff, Dyson village staff and security.

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 this policy.

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, students 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.

1.4 Legislation and policy

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

Other areas of legislation and company policy are also relevant to the implementation of this policy. Relevant legislation and Guidance include 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
- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children 2023

1.5 Related policies

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
- Sexual Harassment and Misconduct Policy
- Under 18 years
- Staff Student Relationships Policy
- Global IT Acceptable Use Policy
- Zinc Network Acceptable Use Policy

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.

2.0 Safeguarding

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 include but are not limited to:

- Radicalisation and extremism (Prevent Duty)
- Neglect, self-neglect, or self-harm
- Domestic or relationship violence
- Bullying and Harassment

For more examples and descriptions please see Appendix A

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

2.1 Students under 18 years of age

The Dyson Institute may occasionally admit students 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 students reach 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. Each student has an allocated Student Support Advisor (SSA) who is the first port of call for support. SSAs meet regularly with the students to offer coaching and support with a broad range of issues: settling into their new life at Dyson, learning differences, disabilities, study skills, dealing with stress, etc.

Prior to arrival, of any student under the age of 18 years The Head of Engineering Programme will cascade this information to the Projects and Operations Manager and Undergraduate Experience Officer to ensure that estates / facilities team, Security, Village receptionist and Roundhouse manager are notified, prior to entry to the Institute. The academic tutor, Institute engineer and student support team will also be notified (teaching and other staff will not routinely be made aware of a student’s age).

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

The law states that students 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, students may be particularly vulnerable to anxiety or struggle to cope with the transition.

The Dyson Institute follows Health and Safety Executive (HSE) guidance on health and safety considerations for young people in the workplace where a student is under 18 years of age.

2.2 Alcohol

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.

2.3 Relationships with staff

Under the Sexual Offences (Amendment) Act 2003, 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 here (add hyperlink)

2.4 Child protection

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.

2.5 Medical treatment

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 and parents by completion of the consent forms for those under 18 prior to the students 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.

2.6 Adults at risk of abuse

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.

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.

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.

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.

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.

2.7 Bullying and harassment

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.

2.8 Online and cyber abuse

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

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.

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.

3.0 The Prevent Duty

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.

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.

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

4.0 The Dyson Institute approach to Safeguarding and Prevent

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."

5.0 Roles and responsibilities

5.1 Institutional responsibilities

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.

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

- Designate a Council member as strategic sponsor for safeguarding and Prevent.
- Promote a culture of safeguarding throughout the company from senior leadership to all staff levels.
- Appoint a Designated Safeguarding and Prevent Lead and Deputy Designated Safeguarding and Prevent Lead.
- Appoint at least two Designated Safeguarding and Prevent Officers
- Ensure that all Dyson Institute (and Dyson Technology Ltd employees working with Dyson Institutestudents) 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.

Key roles

Individual	Role in relation to Safeguarding and Prevent	Responsibilities
Alex Knox	Strategic Sponsor for Safeguarding & Prevent	<p>Ensure that the Dyson Institute fulfils its safeguarding and Prevent Duty responsibilities</p> <p>Support the DSL in the discharge of their responsibilities</p> <p>Monitor and assess risk relating to safeguarding and Prevent, ensuring that appropriate risk mitigation is in place and up to date</p>
Sam Macmillan Student Support Manager	Designated Safeguarding and Prevent Lead	<p>Oversee and co-ordinate the Dyson Institute’s approach to safeguarding, promoting, and maintaining a culture of safeguarding</p> <p>Monitor and review safeguarding policy and procedures to ensure they remain up to date and fit for purpose</p> <p>Liaise with relevant external parties including police, adult social services/children’s services, Prevent Regional Co-ordinator for advice, support, and referrals</p> <p>Liaise with relevant internal departments as appropriate including HR, working in a collaborative and constructive way to promote good safeguarding practice</p> <p>Manage and maintain confidential records of safeguarding issues; track and monitor to ensure issues are appropriately resolved</p> <p>Monitor and update the Safeguarding records Prevent Risk Assessment and Action Plan and ensure actions are implemented</p> <p>Report to Council on safeguarding and Prevent, highlighting risks, patterns, trends, and actions needed</p> <p>Maintain own safeguarding professional knowledge and development</p> <p>Develop and implement training and awareness programme for staff to ensure their skills and knowledge is up to date</p>
Annette Scanlon Student Support Advisor	Deputy Designated Safeguarding and Prevent Officer	<p>Deputise for the Designated Safeguarding and Prevent Lead</p> <p>Deliver training to relevant people</p> <p>Contribute to Safeguarding projects, campaigns, reports and policies.</p>
Wafa Zafar Governance and Student Affairs Officer	Designated Safeguarding and Prevent Officer	Deputise for the Designated Safeguarding and Prevent Lead
Jamie Sherman Student Support Advisor	Designated Safeguarding and Prevent Officer	Deputise for the Designated Safeguarding and Prevent Lead
Student Support Advisors		Recognising and reporting safeguarding concerns in line with Safeguarding Policy
All Dyson Institute staff, Dyson Technology Line Managers, village staff, Technical Mentors and Security		<p>Safeguard the welfare of all students, staff, young people, and adults at risk of abuse.</p> <p>To report safeguarding concerns in line with Safeguarding Policy</p> <p>Complete appropriate safeguarding and Prevent Duty training, as required by the Dyson Institute</p>

The Senior Leadership Team will:

- Support the DSL and DSPOs 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.

6.0 Recognising a safeguarding concern

6.1 Signs and indicators of abuse or harm

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.

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 of abuse or harm can be found in Appendix A.

It is important that staff remain approachable and vigilant for possible safeguarding concerns, maintaining a 'it could happen here' outlook

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?

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.

6.2 Safeguarding matters vs. low level concerns

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

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.

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 related 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.

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

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

7.0 Reporting a safeguarding concern

7.1 Guidance for students

If you have a concern about a Dyson Institute student or staff member, you should speak to a member of the Safeguarding Team or a member of the Dyson Institute team

Raise your concern via the Safeguarding PowerApp which is linked [here](#)

An email can be sent to DIETsafeguarding@dyson.com to raise a concern.

Your Student Support Advisor is an appropriate person to speak to, but you can also raise your concern with any other member of .

The staff member you speak to will pass on your concern to the Safeguarding team for them to take the appropriate next steps.

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.

7.2 Guidance for staff members

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

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

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

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.

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

- Speak to the students designated Student Support Advisor.

In the case of a safeguarding concern, you should:

- Report this to the team via the Safeguarding PowerApp linked [here](#)
- Write down a record of the allegation or disclosure as soon as possible including time and date, using the

Reporting a safeguarding concern

- person's own words where possible.
- Send the report securely to Safeguarding portal.
- Once it has been sent, destroy the record securely.

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.

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.

7.3 The five 'Rs'

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

- **Recognise** – the signs of abuse, harm and factors that may increase risk.
- **Respond** – appropriately, never promise secrecy and let the person know you will need to tell the safeguarding team. Where emergency action is needed (i.e., to save life) this should be taken without delay.
- **Report** – report using the PowerApp without delay
- **Record** – write down exactly what has been said to you, not a summary, and submit via the PowerApp
- **Refer** – The safeguarding team will decide next steps which may mean a referral to another service. They will follow statutory guidance and best practice in relation to the incident and individual..

7.4 Contact details

Please send all safeguarding communications requiring urgent response to the generic safeguarding team address.

Role and Name	Email	Phone
Generic Safeguarding Team	DIETsafeguarding@dyson.com	
Designated Safeguarding and Prevent Officer (DSO) Samantha Macmillan	Samantha.macmillan@dyson.com	07756504118
Deputy Designated Safeguarding Lead and Prevent Officer (DSO) Annette Scanlon	Annette.scanlon@dyson.com	07716087700
Safeguarding and Prevent Officer (DSO) Wafa Zafar	Wafa.zafar@dyson.com	07928509394
Safeguarding and Prevent Officer (DSO) Jamie Sherman	Jamie.sherman@dyson.com	07514924490

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 or member of the safeguarding team.

7.6 Concerns arising in the course of other procedures

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.

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.

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

Safeguarding matters, however they arise, must be reported via the PowerApp.

7.7 Student Support Review

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.

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

A member of the safeguarding team must attend all SSRs in order to identify potential safeguarding concerns and initiate the process outlined in Section 8.0

8.0 Responding to a safeguarding concern

On receipt of a safeguarding report, the first action is to identify the severity of the report. Where there is imminent or significant risk to harm, emergency services are to be contacted.

8.1 Within 24 hours

- On receipt of a safeguarding report, the receiving Safeguarding Team member, notifies the team that they are taking the lead on action via the Teams channel, using the case reference number.
- The SPO, in liaison with the DSL as required, determines whether it is a safeguarding issue or a low level concern. Low level concerns will be managed by the SSA team.
- In the case of a serious Safeguarding report being made:
 - o The DSL will be responsible for informing the Head of Engineering Experience, or alternative member of the Institute Management Board, and the Strategic Sponsor for Safeguarding & Prevent on Council, in their absence this will be actioned by the DDSL with any PR, HR or accommodation concerns being raised and actioned within 72hours.
- The SPO will initiate appropriate actions and record them within the safeguarding record.

8.2 Within 72 hours

- Where it has been identified in the protocol that external agency advice is required, it must be actioned as soon as possible. For further information on referrals see section 8.4 'Referral'
- Consent – best practice is that consent should be sought from the individual before sharing information with external bodies. 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, detection, or prosecution of a serious crime.
- An Immediate action plan is developed with the student. This will outline the short/medium support objectives,.

8.3 Outside of 72 hours

In some instances, a DIET Community Support Plan will be required. It is important to recognise that a safeguarding report can have a broader impact on the DIET Community and steps need to be taken to ensure that the health and wellbeing of those within the Institute is considered and supported.

- Continuous monitoring will be required to ensure that the support plan remains relevant and suitable for student's needs until the safeguarding record is closed. Each case will be discussed at the monthly safeguarding team meeting.
- Once the Safeguarding Report has been resolved, the safeguarding team will identify whether a safeguarding learning review is required and associated action plan developed and shared with the Head of Engineering Programme.
- Council members are kept informed via the quarterly Council meeting, and safeguarding will maintain a standing agenda item at Council.

8.4 Referral

Responding to a safeguarding concern

The DSL (or a member of the Safeguarding team if the DSL is not available) will seek advice from the appropriate external body (e.g., adult or child services) and keep accurate records of communications. Where information indicates an individual is at risk of immediate harm, it must be reported to the police.

Where there is a duty to report the matter to the police, this will be recorded in the safeguarding record, including when and by whom. .

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.

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.

9.0 Supporting students to understand safeguarding and prevent

student awareness - all students are informed about Safeguarding during their induction and given information on how to access internal and specialist external support agencies. The students engage in a curriculum which includes but is not limited to drug and alcohol awareness, consent and sexual health. These messages are reinforced to students at regular intervals during their programme, for instance, during meetings with their Student Support Advisor, FMMs, Workshops and wellbeing and development days and awareness campaigns.

10.0 Supporting staff to understand safeguarding and prevent

10.1 Staff training

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).

All individuals with safeguarding responsibilities will receive refresher training on an annual basis in order to ensure that their practice remains current and appropriate.

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).

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

The DSL manages a training matrix to ensure relevant staff are trained to the appropriate level including meeting their refresher training requirements.

11.0 Digital equipment and systems

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.

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".

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

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 student engineers 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.

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.

12.0 Records and information sharing

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

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 resulting actions.
- Reviewed regularly to ensure actions are followed up.

Remember that at any time, an individual may make a Subject Access Request and therefore 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).

13.0 Monitoring and review

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.

The Dyson Institute Safeguarding Team meet on a monthly basis, minutes are anonymized and shared with the Head of Engineering. Reports including key information are sent to the IMB monthly. A council report including key information is sent quarterly.

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.

Appendices

- Appendix A: Signs and indicators of abuse or harm to be read in conjunction with KCSIE 2023 Part One
- Appendix B: International Travel

Appendix A: Signs and indicators of abuse or harm

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 or other member of the Safeguarding team in order to ensure that the most up to date information and guidance is being followed. Some disclosures may refer to non-recent abuse as well as recent causes of harm.

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*
- *Keeping children Safe In Education 2023*
-

A.1 Radicalisation

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 online such as through social media, online gaming, dark web searches.

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.

The Channel assessment can be found here: www.gov.uk/government/publications/channel-vulnerability-assessment

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.

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.

A.15.1 Recognising radicalisation

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.
- Icons or symbols on their clothing, phone, social media sites representing groups or ideologies
- 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 vulnerable to 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 or to take extremist action.

These signs don't necessarily mean a person is being radicalised – there may be a sign that something else is wrong.

A.2 Neglect

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.

A.4.1 Recognising neglect

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

A.3 Domestic abuse (also relationship abuse)

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 emotional 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 from 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.

A.6.1 Recognising Domestic/Relationship Abuse:

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

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.

Appendix A: Signs and indicators of abuse or harm

- Bed-wetting, nightmares, or insomnia.
- Constant or regular sickness, like colds, headaches, and mouth ulcers.
- Drug or alcohol use.
- Eating disorders.
- Withdrawal.

A.4 Bullying

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.

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

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.

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.

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.

A.5 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm.

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.1.1

Patterns of bruising can be suggestive of physical abuse: others include burns, bites, or broken bones

Changes in behaviour which can also indicate physical abuse:

- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Depression.
- Withdrawn behaviour.
- Watchful and alert excessively.
- Wears inappropriate clothing to cover up injuries.

A.6 Emotional abuse

Emotional abuse is the persistent emotional maltreatment 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.

A.2.2 Recognising emotional abuse

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.

Changes in behaviour which can also indicate emotional abuse include:

- Neurotic behaviour, e.g., sulking, hair twisting, rocking.
- Fear of making mistakes.
- Self-harm.
- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Acts either inappropriately adult (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

A.7 Sexual abuse

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.

A.3.1 Recognising sexual abuse

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

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.

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.

Sexual abuse includes child sexual exploitation.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour, e.g., becoming aggressive or withdrawn.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.

Grooming

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

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.

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.

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

A.8 Sexual exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. When a young person is exploited, they're given things like gifts, drugs, money, 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.

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 Forced Marriage

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.

A.10 Female genital mutilation (FGM)

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 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.

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

Early warning signs it may happen include when a “cutter” is visiting, ceremonies such as preparation for marriage or birth, other female relatives have had it done, planned long holiday abroad, etc.

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.

A.11 Human Trafficking

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.

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 Gangs and Youth Violence

The Children's Commissioner (2017) 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 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 Criminal Exploitation / County Lines

Criminal exploitation occurs due to an imbalance of power resulting in a victim engaging in criminal activity in exchange for something they need or want, which may be to protect themselves or families from threat of violence. An example of this is 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. It can involve young people being trafficked away from their home area, staying in accommodation, and selling and manufacturing drugs. It 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.

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.

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.

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 education 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.

A.14 Adults

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.

A.16.1 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.

A.16.1.1 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.

Appendix A: Signs and indicators of abuse or harm

- 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.

A.16.2 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.

A.16.2.1 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.

A.16.2 Organisational or institutional abuse

- Discouraging visits or the involvement of relatives or friends.
- Lack of leadership and supervision.
- 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.
- 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.

A.16.2.1 Possible indicators of organisational or institutional abuse

- Lack of adequate procedures.
- Poor record-keeping and missing documents.
- Absence of visitors.
- Public discussion of personal matters.

A.16.3 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.
- Unauthorised restraint, restricting movement (e.g., tying someone to a chair).

A.16.3.1 Possible indicators of physical abuse

- No explanation for injuries or inconsistency with the account of what happened.

Appendix A: Signs and indicators of abuse or harm

- 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.

A.16.4 Sexual abuse and Sexual harassment

- 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.

A.6.4.1 Possible indicators of sexual abuse

- Unusual difficulty in walking or sitting.
- The uncharacteristic use of explicit sexual language or significant changes in sexual behaviour or attitude.
- Self-harming.
- Poor concentration, withdrawal, sleep disturbance.
- Excessive fear/apprehension of, or withdrawal from, relationships.
- Reluctance to be alone with a particular person.

A.16.5 Financial or material abuse

- Theft of money or possessions.
- Fraud, scamming.
- Exploitation of a person's money or assets, e.g., unauthorised use of a car.

A.16.5.1 Possible indicators of financial or material abuse

- Missing personal possessions.
- Unexplained lack of money or inability to maintain lifestyle.

A.16.7 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.
- 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.

A.16.7.1 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.

A.16.8 Sexual exploitation - adults

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.

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.

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.

A.16.9 Honour based violence

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.

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.

A.16.10 Restraint

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. 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.

A.16.11 Hate crime

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.

A.16.12 Mate crime

Public

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: International travel

There are elements of engineering programmes which may be delivered at Dyson Technology Ltd. sites around the world, which is considered to add value to students’ learning through internationalisation. 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.

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

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.

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