Safeguarding and Prevent Policy

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Responsible person: Designated Safeguarding Lead

Approved by: Institute Management Board

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institute of
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technology

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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. This policy outlines the Institutes approach to meeting this commitment. Safeguarding is everyone's business.

The Dyson Institute understands its duty to fulfilling its responsibilities under the Prevent Duty. The Institute also places due regard for its duty under The SEND Code of Practice which sets out the principles, legislative background and processes in place to support young people with SEND (Department for Education and Department of Health, 2015), Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (2023).

1.1 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 an open and positive safeguarding culture; Positive environments where students can flourish and always acting in their best interests.
- Our expectations of staff in relation to their safeguarding responsibilities and Prevent duties.

1.2 Scope

This policy applies to all staff, students, contractors, partners, and visitors (Whether in person or via remote technology). All activities of the Dyson Institute are within the scope of this policy, wherever those activities take place (online, onsite, or away from site).
Safeguarding applies to:
- Dyson Institute students.
- Prospective students engaged in Dyson Institute activities.
- Vulnerable and young adults
- Young people i.e., aged under 18 resident or visiting the Dyson site or accommodation.
- External organisations/individuals the Dyson Institute may engage with during its activities.

1.3.1 Out of Scope

Staff or students who work with children or adults at risk in another organisation whilst representing the Dyson Institute should follow the host organisation's safeguarding policy and procedures.

1.3 Related policies

Dyson Institute and Dyson Technology policy and procedures are also relevant to the implementation of this policy. These policies include but are not limited to:
- Student Complaints Policy
- Digital policies
- Dyson Code
- Fitness to Study Policy
- Freedom of Speech

- Global IT Acceptable Use Policy Global Security Policy
- HR Policies
- Health and Safety
- Reasonable Adjustments Policy
- Serious Incident Management Plan
- Sexual Harassment, Violence and Misconduct Policy
- Under 18 years and Child Protection Policy
- Staff Student Relationships Policy
- Whistleblowing
- Zinc Network Acceptable Use Policy

It is essential that all staff and students are familiar with expectations set out in these policies and conduct themselves in a way that always promotes Dyson values.

1.4   Definitions

For the purpose of this policy the following definitions will apply:

Safeguarding- is defined as protecting the health, wellbeing and human rights of a child or an adult at risk and enabling them to live free from harm, abuse, and neglect.

Child or children -The statutory guidance 'Working together to Safeguarding Children' defines a 'child' as anyone who has not yet reached their 18th birthday. The terms 'child' and 'children' or 'young people' and 'young person' will be used to describe those under the age of 18.

Adult at risk – The Care Act 2014 provides that safeguarding duties apply to an adult who (a) has needs for care and support, (b) is experiencing, or is at risk of, abuse or neglect, and (c) as a result of those needs is unable to protect themselves against the abuse or neglect or risk of it. The term 'adult at risk' will be used to describe adults who meet these criteria. They may also be referenced as being vulnerable to abuse.

Victims and alleged perpetrators – We will avoid the use of the word victim, although it is a widely understood term not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Therefore, we will make use of the term 'reporter', 'reporting individual' or 'individual at the center of the concern', or 'reported individual'.

Allegation – a claim or belief that any member of the Dyson Institute community may have:
- behaved in a way that has harmed a young person or may have harmed a young person.
- possibly committed a criminal offence against or related to a young person.
- behaved towards a young person or young people in a way that indicates he or she may pose a risk of harm to young people.
- behaved or may have behaved in a way that indicates they may not be suitable to work with young people (including conduct in a person's private life, associated with someone who presents a risk to young people or harm to an adult).

Position of trust any staff member working closely with children, young people or adults at risk is in a position of trust.

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

Concern – When you are worried about the wellbeing or safety of a child/young person or adult at risk.

1.5 Legislation, Statutory Guidance, and Policy

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

Working Together to Safeguard Children defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

The Institute has a specific responsibility to protect children who are involved in Institute activities from harm and abuse including neglect, physical injury, sexual abuse, and emotional abuse. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger. The institute recognises and accepts this responsibility and seeks to safeguard the welfare of all children that attend or visit it or engage with Institute staff or students on a professional basis, by taking appropriate steps to ensure that its responsibility is met. All Institute staff should be aware of safeguarding issues that can put young people at risk of harm.

The Care and Support statutory guidance set out that adult safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It says that adult safeguarding is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

In a Higher Education context, the term safeguarding is also used more broadly to refer to a general duty of care to members of our community. The Institute prioritises student and staff welfare and the prevention of harm. Our safeguarding information and guidance will be applied, in an integrated way, to support all those who may be vulnerable. Supporting policies, including Dyson Technology policies covering employees are relevant (See section 1.5).

Other areas of legislation 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
- SEND code of practice
- Prevent Duty Guidance 2023

1.6   Pathways and thresholds

The safeguarding team have pathways and protocols for incident and concern responses enabling flow clarity between Dyson Technology as employees and as students within Dyson Institute for Engineering and Technology. These pathways also provide a framework for defensible decision making by the safeguarding team.

2.0 Safeguarding

Safeguarding is an overarching term which includes the prevention of harm or abuse of young people and adults with care

and support needs, promoting the health, wellbeing, and welfare of individuals, as well as young person and adult protection procedures. The Institute will always work in the best interests of its learners. 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

A more comprehensive list of safeguarding issues including signs and indicators of abuse or harm is available on the Institute Hub Safeguarding page for staff and students.

The Institute recognises that students with SEND, or other vulnerable students may have additional safeguarding challenges. The above is not an exhaustive list and it should be noted there is no "complete" list of harms and abuse. 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.

2.1 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 programme. This is likely to be a temporary situation as the students reach their eighteenth birthday, however, they will be subject to the 'Students Under 18 & Child Protection Policy' which must be read in conjunction with this policy.

2.2 Child protection

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 via Wiltshire Multi-agency safeguarding hub (MASH). (Read in conjunction with the Students Under 18 and Child Protection Policy).

2.3 Adults at risk of abuse

The Care Act sets out local authorities' duties when assessing peoples care and support needs. The safeguarding team will work closely in partnership with the local authority.

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, including neurodiversity.
- Minority or under-represented group.
- Mental health concerns or conditions.
- Abuse or harm experienced in the past.
- Debt.
- Addiction including substances, gambling.

2.4 Bullying and harassment

Bullying and harassment in the workplace is a serious matter which will not be tolerated by the Dyson Institute or Dyson Technology. Employers have a legal responsibility to ensure this does not happen. Where bullying or harassment (including sexual harassment) is raised as a safeguarding concern, the safeguarding team must report this to HR. The relevant HR procedures will be followed alongside any necessary safeguarding actions. Consideration under the Dyson Code and Respect at Work Policy via HR will be a priority for both definitions and procedure. All students will complete Tackling Harassment training as part of their first-year induction on all full-time programs.

2.5 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. Filtering and monitoring of IT systems for extreme content that could act as a vector for radicalisation is managed by the Cyber Team.
The Government's proscribed list of terrorist groups or organisations is part of this filtering and monitoring process, as is the search of weapons online across all Wi-Fi networks available to staff and visitors.

The 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", The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Radicalisation and extremism are treated as safeguarding issues under this policy.

The Prevent Duty requires us to actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and values.

The UK government definition of Extremism is the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to:

1. Negate or destroy the fundamental rights and freedoms of others; or
2. Undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2).

Prevents objectives are to:

- Tackle the ideological causes of terrorism, in part by reducing permissive environments.
- Intervene early to support people susceptible to radicalisation

- Enable people who have already engaged in terrorism to disengage and rehabilitate.

This policy must be read in conjunction with the Institute's Freedom of Speech Policy and IT Acceptable Use policy, for filtering and monitoring.

The Institute works closely with the Regional Prevent Co-Ordinator for Southwest Counter-Extremism Division to keep up to date with local and national risks and will adjust the Institute's Risk Assessment considering these. The Institute is represented at every DfE Prevent Southwest forum and the team participate in regular training updates through this network. The Prevent Lead works closely with the Regional Coordinator for:

- Support to address concerns and improve Prevent awareness delivery.
- For support in making a Prevent referral to Channel and ensuring that their professional judgement about whether a referral is proportionate and appropriate.
- For support if the Institute deals with complex radicalisation or terrorism cases involving students or otherwise effecting their setting.
- To engage and liaise with the Institute and police if there were to be any terrorism activity that impacts our setting.
- Virtual training and good practice events and sharing relevant updates in a regional newsletter.

An annual organisational risk assessment under the Prevent Duty is completed and shared with the Institute Management Board. The DSL is also the Prevent Lead, and the DDSL the Deputy Prevent Lead. The Institute follows DfE guidance to protect students from radicalisation through the communication of sources of information to understand and talk about the radicalisation risk to students. The Institute will consult with students on its implementation of the Prevent Duty.

Staff are expected to understand the factors that can lead people to support terrorist ideologies and recognise susceptibility to terrorism, as well as know what action to take. It is mandatory for every member of staff to complete safeguarding training and annual refreshers. This includes push and pull risk factors and recognising susceptibility to terrorism. This is further promoted through Institute meetings and student support monthly newsletter.

4.0 The Dyson Institutes approach to Safeguarding

The Dyson Institute will follow the six Principles of Safeguarding (Empowerment, Prevention, Proportionality, Protection, Partnership, and Accountability) which will inform and guide its approach on a day to day and case by case basis.

4.1 Safeguarding adult students at risk – Preventative Action

All students have access to a wide range of academic, professional, and pastoral support. Students, as employees of Dyson Technology Ltd. have equal access to all the employee benefits such as the free and confidential Employee Assistance Programme, on site GP and Mental Health Nurse and Occupational Health.

The Institute provides effective support to any student who may be experiencing emotional and psychological problems. The Institute also supports students who have longer term mental health conditions, physical disabilities and/or learning disabilities and are able to make reasonable adjustments for these students (See Reasonable Adjustments policy). Students

can self-refer to student support at any time and all students will be invited to a minimum of three student support sessions each academic year.

Student support provides a wealth of online guidance via the Dyson Institute Hub for the support available, self-help, and self-referrals via the Student Support and Safeguarding and Prevent pages. The team is committed to promoting and embedding positive physical, mental, social and wellbeing behaviours and activities across the Institute community.

The support above is likely to be sufficient for most Institute students during most of their time on their program. However, some students may have the potential to be/become an adult at risk (either temporarily or permanently) for a variety of reasons and in different situations.

The Institute and Dyson Technology have a significant number of Mental Health First Aiders embedded across the different teams. And all students have access to talking therapies through the Institute. All students participate in Student Minds Look After Your Mate training as part of their Induction program to enable them respond appropriately and signpost to support.

See section 10.0 for international travel.

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, this
includes:
- Always acting in the best interests of students to protect them online and offline.
- Identify students who may need early help (student support), and who are at risk of harm or have been harmed.
- Securing the help that students need and, if required, timely referral to partners
- Managing safer recruitment (including three-year DBS checks) and allegations about adults who may be a risk to children and vulnerable adults.
- Ensuring that all staff maintain a safeguarding attitude of 'it could happen here'.
- Keep policies and practice under review, responding to changes in legislation, regulation, and guidance from appropriate external agencies.

All members of the Dyson Institute community are responsible for:

- Protecting and promoting the safety and welfare of young people and adults at risk
- Avoiding any behaviour or conduct that poses a risk of harm to these groups.
- Reporting concerns about the safety or wellbeing of a young person or adult at risk, or about the suitability of an adult towards young people or adults at risk, to the relevant Designated Safeguarding Lead without delay
- Contacting the emergency services via 999 in the event of an emergency, and informing the Designated Safeguarding Lead of this immediately

All staff are responsible for:

- Being aware of the safeguarding policies pertinent to their role
- Reporting safeguarding concerns to the Designated Safeguarding Lead

- Completing the relevant Safeguarding training pertinent to their role and annual refresher training
- Being fully aware of the contents of other relevant policies (see above)

The Safeguarding Team are responsible for:

- Monitoring the welfare of students who are under 18.
- Ensuring safeguarding concerns are reported to the Designated Safeguarding Lead
- Undertaking safeguarding training
- Ensuring safeguarding records are Confidential, Factual, correct and up to date, clearly indicate decisions made, by whom and resulting actions and reviewed regularly to ensure actions are followed up.

The Designated Safeguarding Lead is responsible for:

- Reporting to and supporting the Institute Management Board (IMB) about safeguarding matters (including monthly anonymised report on cases, training compliance and national threat level).
- Reporting to Wiltshire MASH and LADO (Local Authority Designated Officer) where an allegation involves a student or employee is under the age of 18; to the adult social care department where an allegation involves an adult at risk.
- Monitoring, promoting, and reviewing the policy, guidance documents and resources.
- Ensuring the dissemination of the policy to all Institute staff through training, online resources, boards, and stakeholder meetings.
- Acting as the first point of contact for safeguarding concerns and providing support.
- Provide support to and dealing with any queries from students or staff who have been accused of misconduct relating to a safeguarding issue.
- Keeping records of all safeguarding referrals and outcomes in line with data protection principles and guidance.
- Working collaboratively with the Council's strategic sponsor, IMB, HR and the safeguarding team.

The Institute Management Board (IMB) are responsible for:

- Supporting 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.

5.2 Training and Support

Ensure that all senior leaders, managers safeguarding officers and student support team have completed Safer Recruitment Training.

Students
- All students complete Safeguarding and Prevent training during 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, tackling harassment and sexual health.
- These messages are reinforced to students at regular intervals during their programme, for instance,

during meetings with the Student Support Team, Friday Morning Meetings (FMMs), Workshops and Personal and Professional development days and awareness campaigns.

Institute Staff

- All Institute staff are expected to complete the in-house Safeguarding and Prevent training, this must be completed within their induction if working in a position of trust, and annual refreshers thereafter.
- All Institute staff are expected to complete the online Home Office Prevent training 'Prevent duty training: Learn how to support people susceptible to radicalisation' Course 1 Awareness.
- All Institute staff are expected to complete annual refresher training from the Home Office 'Course – Refresher awareness course' and in-house online refresher course.

Workplace staff

- All workplace line managers and technical mentors are expected to complete online Safeguarding and Prevent training pertinent to their role, or refresher training depending upon their training status when students commence their rotation under their support. This is available via Dyson Learning and will be assigned to them by the Undergraduate Experience Officer (UEO) and monitored by their line managers and the UEO.
- Line managers and technical mentors are expected to complete the training prior to a student joining them on their rotation.

Hangar Sports Staff

- All 'Hangar' staff are expected to complete in-house online Safeguarding and Prevent training pertinent to their role, including annual refresher training. This is available via Dyson Learning and will be assigned to them by the Undergraduate Experience Officer (UEO) and monitored by their line managers and the UEO.

Security Staff

- All security staff which work on sites where student's complete workplace rotations are expected to complete online safeguarding training pertinent to their role, and annual refresher training. This is available via Dyson Learning and will be assigned to them by the Undergraduate Experience Officer (UEO) and monitored by the UK Security manager and the UEO.

Safeguarding Team

- All safeguarding officers (SOs) must have completed a Level 3 Safeguarding course prior to commencing their role.
- All SOs are expected to complete the online Home Office Prevent training 'Prevent duty training: Learn how to support people susceptible to radicalisation' Course 1 Awareness and Course 2 – Referrals Course.
- All safeguarding officers are expected to complete annual refresher training from the home office 'Course – Refresher awareness course'.
- All SOs are to complete a minimum of 8 hours per year of relevant CPD, of which a minimum of 50% should be face to face training.
- Safeguarding Team CPD records will be monitored by the DSL.

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 on the Institute Hub Safeguarding and Prevent pages.

It is important that staff remain approachable and vigilant for possible safeguarding and prevent concerns, maintaining an 'It could happen here' approach.

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: e.g., they may directly tell you about abuse, harm or radicalisation they are experiencing; what they say may contradict how they are behaving.
- The individual's behaviour: e.g., 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: e.g., have others noticed or mentioned anything that causes concern?
- How the individual is interacting with those around them: e.g., 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, demeanor, 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, for a welfare check-in with the individual.

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 a young person or adult discloses abuse, harm, or exploitation by a member of staff. The member of staff:

- Behaved in a way that has harmed a young person or may have harmed a young person.
- Possibly committed a criminal offence against or related to a young person.
- Behaved towards a young person or young people in a way that indicates they would pose a risk of harm to young people.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with young people.
- All allegations disclosed by an under 18 students would be referred to the Wiltshire LADO, and via Channel if the allegation includes radicalisation.

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), or at risk from themselves. Examples include expressing suicidal plans or intentions, or 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. Examples include 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 or by observing signs or indicators that does not reach the threshold of a safeguarding matter, but nonetheless should not be ignored. At the Institute, such concerns 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.

If you are unsure whether a matter is safeguarding or a low-level concern, speak to a member of the Safeguarding team, or submit a safeguarding report (see section 7). The principle "if in doubt, check it out" applies.

Low level concerns should not be ignored, but they will usually be followed up via the Student Support Team. All reports to the safeguarding team will be identified as safeguarding or low-level concern. The Designated Safeguarding Lead will make a defensible decision through professional judgement and consultation with the safeguarding team, a member of IMB or an external partner as required. Low level concerns are monitored and reviewed to ensure that the most appropriate and timely response and offer of support is provided to the student, if the matter escalates the SST will refer into safeguarding.

7.0 Reporting a safeguarding concern

7.1 Making a report

If you have a safeguarding or prevent concern, you should speak to a member of the Safeguarding Team as soon as possible.

Raise your concern via:

- The Safeguarding PowerApp which is linked here
- Email can be sent to DIETsafeguarding@dyson.com.
- In person with a SO in D5 or on MS Teams when showing as available.

You may speak to any member of the Institute staff, including the student support advisors, they will pass on the concern to the safeguarding team. Please consider confidentiality when using this route.

You should always feel confident in discussing your concerns with a member of the safeguarding team. 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.

In the case of a low-level concern, you should:

- Speak to the Student Support Team who can provide Early Help via studentsupport@dyson.com or see a student support or safeguarding team member in D5.
- Students can also book in to see a member of the student support team, safeguarding team or sexual violence liaison officer via the one-to-one booking system.

7.2 Guidance on receiving a Disclosure

If a student or 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.
- Write down a record of the allegation or disclosure as soon as possible including time and date, using the person's own words where possible.
- Send the report securely to Safeguarding portal or to DIETsafeguarding@dyson.com
- Once it has been sent, destroy your record copy securely.

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, including referral by the DSL to the LADO.

SEND Code of Practice is clear that "Where a safeguarding issue arises for someone over 18 with an Education Health Care Plan (EHCP), the matter should be dealt with as a matter of course by the adult safeguarding team. They should involve the local authority's child safeguarding colleagues where appropriate as well as any relevant partners (for example, the police or NHS) or other persons relevant to the case. The same approach should apply for complaints or appeals."

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 Complaints 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. See Institute Hub Safeguarding and Prevent page.
- 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. See section 7.2.
- Report – See section 7.1.
- Record – write down exactly what has been said to you, not a summary See section 7.2.
- 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 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 speaking to the DSL or member of the safeguarding team. Contact the emergency services and notify security of your actions.

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. For other cases it's important to gather information on the context, information should be shared in a timely manner, context specific with the student at the center of decision making.

8.1 Within 24 hours

- On receipt of a 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 Safeguarding Officer (SO), in liaison with the DSL as required, records a defensible decision as to whether it is a safeguarding issue or a low-level concern. Low level concerns will be managed by the

Student Support Team.

In the case of a safeguarding report which has potential to impact the wider Dyson Institute or Dyson Community:

- The DSL will be responsible for informing the Secretary & Registrar and Institute Director, or alternative member of the Institute Management Board, and where directed, the Strategic Sponsor for Safeguarding & Prevent on Council. In the DSL's absence this will be actioned by the DDSL.
- Where appropriate, initiating the serious incident management plan.
- The SO 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.

- PR, HR, or accommodation concerns being raised and actioned within 72hours.

8.3 Outside of 72 hours

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

- 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 open case will be discussed at the monthly safeguarding team meeting, and anonymously reported to IMB monthly.
- 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 Secretary and Registrar.
- Council members are kept informed via the quarterly Council meeting, and safeguarding will remain a standing agenda item at Council.

8.4 Referral to MASH and Police

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 at Wiltshire Safeguarding Vulnerable People Partnership) and keep accurate records of communications. Guidance for good adult referrals to Wiltshire Adul MASH can be found here. Referral information to Wiltshire SVPP / MASH can be found here. 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 may be suspended pending the outcome of police investigation. However, HR policies and procedures, where appropriate, will be followed.

9.0 Mental Health and Wellbeing

The Institute is currently developing a mental health and wellbeing strategy 2024-2028.

The Institute recogises that it has an important part to play in supporting the mental health and wellbeing of its students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Institute has a clear system and process in place for identifying possible mental health problems, and different routes to escalate and refer for additional support.
The Institute's designated Safeguarding lead and deputy designated safeguarding lead are both qualified as Mental health leads to promote wellbeing and mental health. All student support staff and safeguarding team members are qualified Mental Health First Aiders and Suicide First Aiders.

10.0 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.

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 by the international security team and UK Safeguarding team will also include information on personal security and safety when visiting the specific country. Students will be supported to help ensure their safety and wellbeing whilst abroad.

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

If you require additional support recognising signs of abuse or harm please contact the safeguarding team, staff and students may refer to the supporting documents found on the Institute Hub Safeguarding and Prevent page.

11.0 Mental Health Definitions

Mental health - Refers to a full spectrum of experience ranging from good mental health to mental illness, Student Minds University Mental Health Charter.

Mental ill health is a broader term describing mental distress that may or may not be related to a diagnosable mental health condition, Office for Students.

Mental health conditions are clinically diagnosable. They may be more or less severe, and their treatment pathways vary depending on the condition, Office for Students.

Wellbeing - Encompasses a wider framework, of which mental health is an integral part, but which also includes physical, emotional and social wellbeing, Student Minds University Mental Health Charter.

Mental wellness - is an internal resource that helps us think, feel, connect and function; it is an active process that helps us build resilience, grow and flourish, Global Wellness Institute.

According to the Mental Health Foundation, Factors that affect Mental Health include:

- Biological factors, e.g., physical health, genetics, diet, sleep, age
- Psychological factors, e.g., beliefs, mental health diagnoses, perception, addiction
- Social factors, e.g., relationships, family, culture, work, money, housing

Talking therapy referral thresholds

The Institute do not have a threshold for referral for mental health support. Students have access to a bank of self-help resources. All first-year students engage with Student Minds 'Look After Your Mate' training to support their peers and signpost to additional services. They are also able to receive one to one support and referrals for support via their SSAs for clinical support either face to face or on-line. Where necessary the Fitness to Study policy may be initiated.