



Rotherham Opportunities College

Safeguarding Adults Policy



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1	September 2023	Principal	New Policy
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4	August 2026	Principal	Full review: Care Act, MCA, KCSIE/Working Together 2026, Supreme Court deprivation of liberty judgment and September 2026 statutory information-sharing guidance.



1. Purpose and Context

Rotherham Opportunities College (ROC) is committed to safeguarding and promoting the welfare, rights, dignity and wellbeing of all students. This policy sets out how ROC will identify, respond to and manage concerns relating to adults who may be experiencing or at risk of abuse, neglect or exploitation.

ROC supports students aged 16–25 with a range of learning disabilities, autism, communication differences, physical disabilities, sensory needs and associated health or mental-health needs. Some students aged 18 and over will meet the Care Act definition of an adult with care and support needs and may, because of those needs, be unable to protect themselves from abuse or neglect. A disability or diagnosis does not, by itself, mean that an adult lacks capacity or is unable to protect themselves.

Safeguarding at ROC is person-centred and proportionate. It should enable students to live safely, make choices, develop independence and participate in education, work and community life while receiving protection when needed.

2. Scope and Relationship with Child Protection

This policy applies to employees, trustees, volunteers, agency and supply staff, contractors, consultants, visiting professionals, trainees and anyone working on behalf of ROC. It applies across all ROC premises, community activity, work experience, supported internships, educational visits, transport arrangements and online activity connected with College life.

A student who has not yet reached their 18th birthday is a child, in law. Safeguarding concerns about students aged 16 or 17 must therefore be managed under ROC's Safeguarding and Child Protection Policy and relevant children's safeguarding arrangements, even where the young person is living independently or receiving adult services. Where a situation involves both a child and an adult at risk, both safeguarding frameworks may need to operate together.

For students aged 18 and over, this policy is the primary safeguarding framework. Where the adult also poses a risk to a child, the Designated Safeguarding Lead (DSL) will ensure that children's safeguarding procedures are followed in parallel.

3. Legal and Statutory Framework

This policy is informed by current legislation, statutory guidance and recognised safeguarding practice, including:

- Care Act 2014, particularly sections 42–46, and the Care and Support Statutory Guidance (updated July 2025);
- Mental Capacity Act 2005 and Mental Capacity Act Code of Practice, including the principles of presuming capacity, supporting decision-making, best interests and least restriction;
- Deprivation of Liberty Safeguards (DoLS) Code of Practice (2008, republished June 2026), read in light of the UK Supreme Court judgment [2026] UKSC 16 and current DHSC guidance on the changed definition of deprivation of liberty;
- Human Rights Act 1998 and Equality Act 2010;



- Domestic Abuse Act 2021 and statutory guidance;
- Modern Slavery Act 2015;
- Sexual Offences Act 2003;
- Female Genital Mutilation Act 2003, as amended by the Serious Crime Act 2015;
- Forced Marriage (Civil Protection) Act 2007 and relevant criminal law on forced marriage;
- Safeguarding Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012;
- Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance: England and Wales (2023);
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, where relevant to safeguarding information sharing and records;
- Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026 for students under 18 and mixed child/adult safeguarding situations; and
- Information Sharing to Safeguard Children and Young People (DfE statutory guidance, updated 10 September 2026), including the section 16LA Children Act 2004 information-sharing duty from 30 September 2026, where ROC is safeguarding a child or a mixed child/adult situation; and
- local Safeguarding Adults Board policies and multi-agency procedures for the relevant local authority.

4. Adult Safeguarding: Definition and Section 42 Threshold

The Care Act statutory guidance defines safeguarding as protecting an adult's right to live in safety, free from abuse and neglect, while promoting wellbeing and having regard to the adult's views, wishes, feelings and beliefs.

A local authority has a duty to make, or cause to be made, safeguarding enquiries under section 42 of the Care Act 2014 where it has reasonable cause to suspect that an adult:

- has needs for care and support, whether or not those needs are being met by the local authority;
- is experiencing, or is at risk of, abuse or neglect; and
- as a result of those care and support needs, is unable to protect themselves from the risk or experience of abuse or neglect.

ROC does not need to decide conclusively that the section 42 threshold is met before sharing a concern with Adult Social Care. Where there is reasonable concern, ROC will seek advice or make a referral so that the relevant local authority can determine the appropriate response.

5. Safeguarding Principles and Making Safeguarding Personal

ROC's adult safeguarding practice reflects the six Care Act safeguarding principles: empowerment, prevention, proportionality, protection, partnership and accountability. The College will use a Making Safeguarding Personal approach, seeking to understand what the adult wants to happen and what a safe or improved outcome would look like for them.



- Empowerment – support adults to make informed choices and participate in decisions about their lives.
- Prevention – act early where possible to prevent harm or escalation.
- Proportionality – use the least intrusive response appropriate to the risk presented.
- Protection – provide support and representation for those in greatest need.
- Partnership – work with the adult, families where appropriate, local authorities, health, police and other agencies.
- Accountability – ensure decisions, actions and responsibilities are clear and appropriately recorded.

The adult's wishes are important but do not prevent ROC from acting where there is a serious or immediate risk, a risk to other people, a suspected serious crime, coercion or undue influence, concerns about organisational abuse, or another legal or public-interest reason to share information or refer.

6. Mental Capacity, Consent and Best Interests

The Mental Capacity Act 2005 applies from age 16. Capacity is decision-specific and time-specific. Staff must not assume that a student lacks capacity because of disability, diagnosis, communication differences, behaviour, appearance or because the student makes a decision that others consider unwise.

- assume capacity unless it is established otherwise;
- take all practicable steps to support the person to make the decision themselves;
- recognise that an unwise decision does not by itself indicate lack of capacity;
- where a person lacks capacity for a specific decision, act in their best interests; and
- choose the least restrictive option that can achieve the required purpose.

Where safeguarding information is to be shared, the adult should normally be informed and involved where it is safe and appropriate to do so. Consent is not always required for safeguarding information sharing. The DSL will consider risk, lawful basis, necessity and proportionality, and will record the rationale for decisions.

Where restrictive care or supervision arrangements may amount to a deprivation of liberty, staff must seek safeguarding/management advice and ensure the current legal framework is considered. Where there is doubt about valid consent, appropriate local-authority or legal advice should be sought and the relevant DoLS or court process used. Staff must continue to apply the Mental Capacity Act 2005, least-restrictive principle and the person's rights, wishes and communication needs.

Parents and carers do not automatically have a right to confidential information about an adult student who has capacity. Where a parent, carer, attorney or deputy has a formal legal role, information will be shared only within the scope of that authority and where lawful and appropriate. Where an adult lacks capacity for a relevant decision, involvement of family or representatives will be considered as part of best-interest decision-making, unless doing so would create or increase risk.



7. Forms of Abuse, Neglect and Exploitation

Abuse can be a single act, repeated acts or a pattern of behaviour. It may be deliberate or arise through neglect, poor practice or organisational failure. It can occur in person or online, in a family, relationship, institution, workplace, community setting or other environment.

The categories recognised in Care Act guidance include physical abuse, domestic abuse, sexual abuse, psychological or emotional abuse, financial or material abuse, modern slavery, discriminatory abuse, organisational abuse, neglect and acts of omission, and self-neglect. ROC also remains alert to exploitation, mate crime, cuckooing, coercive control, hate crime, online abuse, sexual exploitation and criminal exploitation where these may affect an adult with care and support needs.

Appendix 1 provides practical examples and indicators. Indicators do not prove that abuse has occurred and staff must not investigate. Their role is to notice, respond, record and report.

8. Peer / Student-on-Student Harm

Harmful behaviour can occur between students of any age. For adult students this may include physical assault, bullying, sexual harassment or violence, coercive or controlling behaviour, financial exploitation, discriminatory abuse, online abuse, image-based abuse, stalking, intimidation or exploitation within friendships or relationships.

ROC will not dismiss harmful behaviour as “banter”, friendship difficulties or part of a student’s disability. Staff will consider the needs, communication and capacity of all involved, the possibility of coercion or exploitation, immediate safety, whether any person is under 18, and whether Adult Social Care, Children’s Social Care, police or other agencies should be involved.

9. Domestic Abuse, Forced Marriage and FGM

9.1 Domestic Abuse

Domestic abuse may include physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse and psychological, emotional or other abuse between people who are personally connected. Disabled adults may experience additional forms of coercion or control linked to care, medication, mobility, communication, benefits or access to support. ROC will treat domestic abuse as a safeguarding concern where the adult meets or may meet the Care Act criteria, while also considering specialist domestic-abuse support and police involvement where appropriate.

9.2 Forced Marriage

A forced marriage is one in which one or both people do not consent to the marriage and pressure, abuse or coercion is used, or where a person lacks capacity to consent to marriage. Staff must never attempt family mediation where forced marriage is suspected. Concerns must be reported immediately to the DSL, who will consider specialist advice, Adult Social Care and police involvement.



9.3 Female Genital Mutilation (FGM)

FGM is illegal and may cause serious and long-term physical and psychological harm. Concerns about an adult who may have undergone FGM, may be at risk of FGM, or may be subject to coercion connected with FGM must be reported to the DSL and considered under adult safeguarding and criminal-law procedures as appropriate. The personal mandatory police-reporting duty that applies to teachers in specified circumstances relates to known cases in girls under 18; concerns about students under 18 must be managed under ROC's Child Protection Policy.

10. Modern Slavery, Exploitation and Online Harm

ROC will remain alert to modern slavery, human trafficking, forced labour, domestic servitude, criminal exploitation, sexual exploitation, cuckooing and other forms of coercion. Adults with learning disabilities or communication needs may be targeted by people who present themselves as friends, partners or helpers and then exploit money, accommodation, benefits, transport, sexual access or criminal activity.

Online harm may include grooming, scams and financial exploitation, coercive relationships, sexual exploitation, threats, stalking, image-based abuse, doxxing, impersonation, extortion or manipulation through social media, messaging, gaming or other digital platforms. Online safeguarding concerns must be treated with the same seriousness as offline concerns.

11. Prevent and Radicalisation

ROC has a duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The Prevent Duty applies to adult learners as well as children. Concerns about susceptibility to radicalisation must be considered as safeguarding concerns and reported through ROC's safeguarding procedures. The DSL will consider whether advice, support or referral to Prevent/Channel is appropriate.

12. Roles and Responsibilities

12.1 Board of Trustees

- provide strategic oversight of safeguarding and ensure appropriate policies, resources and assurance arrangements are in place;
- receive appropriate safeguarding information and challenge while respecting confidentiality;
- ensure safeguarding training appropriate to trustee responsibilities; and
- ensure arrangements are in place for concerns or allegations involving the Principal.

12.2 Principal

- ensure this policy is implemented across ROC;
- support the DSL and ensure safeguarding concerns are acted upon promptly;
- ensure appropriate staffing, training, safer recruitment and partnership arrangements; and



- ensure significant safeguarding themes, learning and risks are reported appropriately to the Board.

12.3 Designated Safeguarding Lead and Safeguarding Team

- provide safeguarding advice and coordinate ROC's response to concerns;
- consider immediate protection, capacity, consent and the adult's desired outcomes;
- make or support referrals to the relevant local authority and other agencies;
- maintain appropriate safeguarding records and oversight on CPOMS;
- liaise with Adult Social Care, police, health, Prevent and other agencies;
- identify patterns, repeated concerns and organisational learning; and
- ensure staff receive appropriate safeguarding information and updates.

12.4 All Staff and Others Working for ROC

- remain alert to signs of abuse, neglect, exploitation and deterioration in wellbeing;
- listen, respond and report rather than investigate;
- record concerns accurately and promptly;
- follow confidentiality and information-sharing requirements;
- use professional curiosity and avoid attributing signs of harm automatically to disability; and
- raise concerns about unsafe practice through the appropriate safeguarding, low-level concerns, allegations or whistleblowing route.

13. Reporting a Safeguarding Concern

Any member of staff who has a safeguarding concern must act promptly. If there is an immediate danger or a medical emergency, staff should contact emergency services first where necessary and then inform the safeguarding team as soon as possible.

- Report the concern to the Principal, DSL, a member of the safeguarding team or another senior leader without unnecessary delay.
- Record the concern on CPOMS as soon as practicable and normally on the same working day, using factual language and the student's own words or communication method where relevant.
- Do not delay urgent action while waiting to complete a written record.
- Preserve relevant evidence and do not investigate, confront an alleged perpetrator or ask leading questions.
- Where the concern relates to conduct by a staff member or other adult working for ROC, follow the Allegations Against Staff and Other Adults Policy / Low-Level Concerns Policy rather than using the ordinary student safeguarding route alone.

ROC maintains a dedicated safeguarding email address and safeguarding mobile contact for reporting concerns. Current contact details will be communicated to staff, students and families and displayed through appropriate College information channels.



14. Responding to a Disclosure

- Stay calm and listen carefully.
- Allow the student time and use communication support or reasonable adjustments where required.
- Take the disclosure seriously and acknowledge that telling someone may have been difficult.
- Do not promise secrecy or absolute confidentiality. Explain that information may need to be shared to help keep them or others safe.
- Ask only questions necessary to clarify what has been said; do not investigate or seek proof.
- Record what was said as accurately as possible, using the student's own words, signs, symbols or communication method.
- Report immediately to the safeguarding team and follow any urgent safety or medical instructions.

15. Information Sharing, Confidentiality and Record Keeping

Safeguarding information is sensitive and must be handled carefully, but data protection law is not a barrier to proportionate information sharing where this is necessary to protect an adult or another person from harm. ROC will share only what is necessary, relevant, accurate, timely and secure, and will record the reason for significant information-sharing decisions.

For safeguarding involving a child, or a mixed child/adult situation, ROC will also follow the DfE statutory Information Sharing to Safeguard Children and Young People guidance. Where applicable, ROC will respond appropriately to lawful safeguarding information requests, proactively share relevant information where the statutory conditions are met, and record what was shared, with whom, why and under what lawful basis. ROC will use or adapt the DfE multi-agency data-sharing agreement templates where this supports effective partnership arrangements.

Where the adult has capacity, their views and consent should normally be sought where safe and practicable. Information may nevertheless be shared without consent where there is a lawful basis and this is necessary and proportionate, including where there is serious risk, risk to others, suspected serious crime, coercion, public-interest considerations or a statutory safeguarding duty.

All safeguarding concerns, decisions, referrals, outcomes and relevant professional communications must be recorded on CPOMS or another approved secure safeguarding record as appropriate. Records should distinguish fact, professional judgement and information provided by others.

16. Referrals and Multi-Agency Working

Adult safeguarding is a multi-agency responsibility. Where a referral is required, it should normally be made to the local authority responsible for the adult's safeguarding arrangements.



ROC supports students funded or resident in more than one local authority area and will use the correct local pathway for the individual student.

The relevant local authority decides whether the section 42 duty is triggered and who should undertake any safeguarding enquiry. ROC will cooperate with enquiries, strategy discussions, safeguarding plans and reviews, and will share relevant information lawfully and proportionately. If ROC believes that a safeguarding response is insufficient, the DSL or Principal will escalate the concern through the relevant local authority procedure.

Where there is reason to believe a crime may have been committed, the police may need to be involved. This includes, for example, assault, sexual offences, theft or fraud, coercive control, forced marriage, modern slavery, hate crime, wilful neglect or ill-treatment, stalking, harassment or other criminal conduct.

17. Allegations or Concerns about Staff and Other Adults

Concerns about the conduct of an employee, volunteer, agency worker, contractor, consultant, professional or other adult working in or on behalf of ROC must be reported promptly and managed under ROC's Allegations Against Staff and Other Adults Policy and, where applicable, the Low-Level Concerns Policy. The person raising the concern must not investigate or inform the adult who is the subject of the allegation unless directed to do so.

Where the concern involves an adult student, ROC will consider the appropriate Adult Social Care, police, DBS, professional-regulator and employment processes. Where a child may also be at risk, the LADO / children's safeguarding arrangements will be considered. Referrals to DBS are separate from local safeguarding or disciplinary processes and will be made where the legal criteria are met.

18. Safer Recruitment and Training

ROC will follow its Safer Recruitment Policy and carry out the checks required for the role, including DBS and barred-list checks where legally permitted and required. An adult student's disability does not automatically make every role eligible for an Adults' Barred List check; eligibility depends on whether the duties amount to regulated activity with adults.

All staff receive safeguarding information at induction and regular safeguarding updates. Staff working with students must understand this policy, ROC's Child Protection Policy, reporting routes, professional boundaries, Prevent responsibilities and the use of CPOMS. Training will reflect the needs of ROC's 16–25 SEND cohort, including communication, capacity, exploitation, domestic abuse, online harm and professional curiosity.

Trustees receive safeguarding training appropriate to their governance responsibilities so that they can provide effective challenge and assurance.

19. Curriculum, Prevention and Student Voice

ROC uses education, trusted relationships and accessible communication to help students understand safety, consent, healthy relationships, online risk, financial safety, exploitation, hate



crime, Prevent, rights and routes for help. Safeguarding education will be differentiated to students' communication and learning needs and reinforced through everyday practice, community learning and preparation for adulthood.

Students should be supported to identify trusted adults, communicate concerns in ways that work for them and participate in decisions affecting their safety. Safeguarding should promote independence and positive risk-taking, not unnecessarily restrict ordinary life.

20. Safeguarding Team Information

ROC has a Designated Safeguarding Lead (DSL) supported by Designated Safeguarding Deputies. The safeguarding team provides day-to-day advice, coordinates referrals and supports staff and students across the College.

21. Monitoring and Review

The Principal and DSL are responsible for monitoring the implementation of this policy. Safeguarding themes, referrals, concerns, training and learning from incidents will be reviewed regularly and reported through ROC's governance arrangements at an appropriate level of detail.

This policy will be reviewed annually and sooner where legislation, statutory guidance, local safeguarding procedures or ROC's operational arrangements change.



Appendix 1 – Examples and Indicators of Abuse

The following examples are illustrative, not exhaustive. Indicators must be considered in context. Staff should not investigate; they should record and report concerns.

Type	Examples	Possible indicators
Physical abuse	Assault, hitting, slapping, pushing, inappropriate restraint, misuse of medication, rough handling, withholding mobility aids or other deliberate physical harm.	Unexplained injuries, repeated injuries, flinching, fear of a particular person, changes in mobility, over- or under-medication, inconsistent explanations.
Psychological / emotional abuse	Threats, humiliation, intimidation, controlling behaviour, coercion, harassment, isolation, verbal abuse, gaslighting, deliberate withdrawal of contact or support.	Withdrawal, anxiety, low mood, loss of confidence, sleep or appetite changes, fearfulness, sudden behaviour change, reluctance to speak in front of others.
Sexual abuse	Rape, sexual assault, unwanted touching, coercion into sexual activity, exposure to sexual material, image-based sexual abuse, sexual activity where the adult does not or cannot consent.	Sexually transmitted infection, pain or injury, pregnancy, sexualised behaviour, distress, avoidance, change in behaviour, disclosure, fear of a particular person.
Female Genital Mutilation (FGM)	Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. It is illegal in the UK. Staff should remain alert to possible indicators that a student may be at risk of FGM or may already have undergone FGM.	Possible indicators that a student may be at risk: Talking about a forthcoming “special procedure”, ceremony or celebration, plans for an extended holiday or travel abroad, particularly where this is accompanied by other concerns, family arrangements or conversations suggesting that FGM may be planned,



		unexpected or unexplained absence from college, a student asking for help or expressing anxiety about an upcoming trip or family event, other female family members being known to have undergone FGM. Possible indicators that FGM may have already taken place: a student disclosing that FGM has happened, difficulty walking, sitting or standing, or appearing uncomfortable, spending unusually long periods in the toilet or experiencing difficulties urinating, frequent urinary, menstrual or abdominal problems, unexplained or prolonged absence followed by a noticeable change in behaviour, withdrawal, distress, depression or other significant emotional or behavioural changes, pain or discomfort which may be associated with the genital area.
Neglect and acts of omission	Failure to meet medical, emotional, nutritional, personal-care, communication, mobility, educational or other support needs; withholding medication, heating, food, contact or access to services.	Poor hygiene, weight loss, pressure damage, untreated conditions, missed appointments, lack of medication, dehydration, inappropriate clothing, deteriorating health.
Financial or material abuse	Theft, fraud, scams, coercion concerning money or benefits,	Missing money or belongings, unexplained withdrawals,



	misuse of bank accounts, property or possessions, pressure regarding wills or financial decisions.	unpaid bills, sudden financial changes, lack of essentials despite income, another person controlling access to money.
Domestic abuse	Physical, sexual, emotional, psychological or economic abuse; threatening behaviour; coercive or controlling behaviour between personally connected people.	Fear, isolation, injuries, anxiety, depression, restricted access to money or communication, damage to property, monitoring, a partner/carer speaking for the adult.
Modern slavery and exploitation	Human trafficking, forced labour, domestic servitude, criminal exploitation, sexual exploitation, cuckooing or coercion into activity for another person's benefit.	Control by others, lack of documents, fearfulness, unexplained money or possessions, repeated missing episodes, unfamiliar associates, signs of neglect or injury, being transported or collected by others.
Discriminatory abuse	Harassment, unequal treatment or abuse because of disability, race, religion or belief, sex, sexual orientation, gender reassignment, age or another protected characteristic.	Withdrawal, distress, hate incidents, exclusion, refusal of appropriate care or access, changes in behaviour or attendance, repeated derogatory language.
Organisational abuse	Poor or neglectful practice, rigid routines, misuse of restraint, lack of privacy or dignity, unsafe staffing, poor record keeping, failure to respond to complaints or safeguarding concerns.	Repeated similar concerns, lack of choice, poor care, weak records, unexplained restrictions, people appearing hungry or dehydrated, public discussion of private matters, unsafe culture.
Self-neglect	Serious neglect of personal hygiene, health, nutrition or surroundings, including	Deteriorating hygiene or health, unsafe home conditions, hoarding,



	hoarding, where this creates significant risk.	malnutrition, untreated medical issues, fire risk, disengagement from essential services.
Online / digital abuse and exploitation	Grooming, scams, coercive relationships, threats, stalking, sexual exploitation, extortion, impersonation, image-based abuse or manipulation online.	Sudden secrecy, distress after messages, unexplained payments, new online contacts, threats, changes in device use, pressure to send images or money.
Mate crime / relationship exploitation	A person presents as a friend, partner or helper but exploits the adult for money, accommodation, sexual access, criminal activity, transport, benefits or other gain.	New “friends” dominating the adult, financial loss, increased substance use, unfamiliar people in the home, missed college, injuries, fear, reluctance to discuss the relationship.



Appendix 2 – Reference Documents and Legislation

- Care Act 2014 and Care and Support Statutory Guidance (updated July 2025)
- Mental Capacity Act 2005 and Mental Capacity Act Code of Practice
- Deprivation of Liberty Safeguards (DoLS) Code of Practice (2008, republished June 2026)
- Human Rights Act 1998
- Equality Act 2010
- Domestic Abuse Act 2021 and Domestic Abuse Statutory Guidance
- Modern Slavery Act 2015 and current statutory guidance
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 and Serious Crime Act 2015
- Forced Marriage (Civil Protection) Act 2007 and relevant forced-marriage criminal law and guidance
- Safeguarding Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance: England and Wales (2023)
- Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025
- Keeping Children Safe in Education 2026 (for students under 18; in force from 1 September 2026)
- Working Together to Safeguard Children 2026 (where child safeguarding is relevant)
- Information Sharing to Safeguard Children and Young People
- ROC Safeguarding and Child Protection Policy
- ROC Allegations Against Staff and Other Adults Policy
- ROC Low-Level Concerns Policy
- ROC Safer Recruitment Policy
- ROC Whistleblowing Policy
- ROC Personal and Intimate Care Policy
- ROC Health and Safety Policy and Lone Working Policy



Appendix 3 – Local Authority and Safeguarding Contacts

ROC may support students who live in or are funded by different local authorities. The safeguarding team must use the appropriate local authority pathway for the individual student. The contact information below was checked against current published local authority information in September 2026 and should still be verified at the point of referral.

Local Authority / Service	Contact
Rotherham Adult Services	01709 822330
Barnsley Adult Social Care	01226 773300
Doncaster Safeguarding Adults Hub	01302 737063
Sheffield Adult Safeguarding	0114 273 4908
Kirklees Adult Safeguarding / Adult Social Care	01484 414933
North East Lincolnshire Adults Social Care	01472 256256

Rotherham adult safeguarding referrals may also be made using the current Rotherham Council adult safeguarding referral route. Staff should use the current published local authority process rather than relying solely on a historic telephone number or printed web link.

ROC safeguarding email: safeguarding@theroc.co.uk

ROC safeguarding mobile: 07351 768335



Appendix 4

Safeguarding Team Information – Page Under Review

The safeguarding team photograph and name page is currently being reviewed and updated. Current safeguarding-team details are available from reception, on the College's current safeguarding displays and through ROC's approved internal information systems. Staff, students, families and visitors should use the most current published contact information.