SAFEGUARDING
OF
VULNERABLE ADULTS, CHILDREN
and YOUNG PEOPLE

Guidelines for Centre Staff and Tutors

Surrey Adult & Community Learning
Woking Adult Learning Centre
Bonsey Lane
Westfield
Woking
Surrey GU22 9PR

Contact name: Lisa Woodward
Tel: 01932 794504
Email: lisa.woodward@surreycc.gov.uk
Who are these guidance notes for?

These guidance notes are for all staff and volunteers working in Adult and Community Learning (ACL) for Surrey County Council who come into contact with vulnerable adults, children and young people. It has been developed in accordance with cultural services safeguarding policy and the Safeguarding Adults Internal Procedures for Surrey County Council.

Definition of a Vulnerable Adult.

A vulnerable adult for the purpose of this policy is any person over the age of 18 years who:

‘is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to care for him or herself, or unable to protect him or herself against significant harm or exploitation’.  
(No Secrets. 2000. DOH)

What makes Vulnerable Adults, children and young people more susceptible to abuse?

In their daily lives all adults and children face the risks from domestic abuse, harassment, exploitation, bullying and crime. Vulnerable Adults may be at increased risk due to any of the following factors:

- They may be unaware of their rights.
- They may be socially isolated.
- They might not know how to complain.
- They may have communication difficulties.
- They may have difficulty understanding certain decisions.
- They may have low self esteem and therefore lack power in their relationships.
- They may be victims of discrimination due to age, disability, gender or ethnic group.
- They may not have the same access to healthcare.
- They may have limited sex education.
- They may have limited life experiences and therefore find it difficult to anticipate abusive situations.
- They are less likely to be well served by the criminal justice system.
- They are more likely to share living accommodation with people they have not chosen to live with.
- They may need help with personal care.
- They may be dependent on others for their basic needs.
- They may receive support from different carers.
- There may be other factors that predispose abuse.
ACL contact with Children and Young People

Within the family programmes team and main programme Summer for You courses, young people attend lessons alongside their parents/carers. There are also young people in transition from school using some supported learning programmes.

These guidance notes will ensure those children and young people are also protected from abuse.

What makes Children and Young People susceptible to abuse?

- They may be unaware of their rights.
- They may be socially isolated.
- They might not know how to complain.
- They may have communication difficulties or difficulties communicating effectively; outside their peer group for example.
- They may have difficulty understanding certain decisions.
- They may lack power in their relationships with adults and older people.
- They may be victims of discrimination due to disability, gender or ethnic group.
- They may have limited sex education and limited knowledge of sexual practices.
- They may have limited life experiences and therefore find it difficult to anticipate abusive situations.
- They are usually dependent on others for their basic needs.

Abuse occurs irrespective of a person’s race or ethnicity, class, sexuality, age, religion, mental or physical ability. All services will be provided in a manner that respects the rights, dignity, privacy and beliefs of all the individuals concerned and does not discriminate on the basis of race, culture, religion or belief, language, gender, disability, age or sexual orientation.

Types of Abuse/Neglect

There are various types of abuse or neglect such as; physical abuse, sexual abuse, financial abuse, psychological abuse, discriminatory abuse and neglect. Abuse is the violation of an individual’s human and civil rights by another person or persons.

Physical Abuse

Physical abuse is the physical ill treatment of an adult or child, which may or may not cause physical injury such as:

- Assault and battery.
- Hitting, slapping or scratching.
- Pinching or shaking.
- Misuse of medication and treatments.
- Pushing.
- Rough handling.
- Unwarranted or inappropriate restraint, forced isolation or confinement.
Sexual Abuse

The involvement of individuals in sexual activities, to which they have not given informed consent, may not fully comprehend or with which they do not wish to continue or that violate the social taboos of family roles such as:

- Inappropriate touching.
- Non contact abuse e.g. pornography
- Rape or attempted rape.
- Sexual harassment.

Sexual abuse usually involves acts performed by the abuser on the person who is abused but it might sometimes involve situations where the perpetrator forces or persuades the other person to do things to the abuser or others.

Financial Abuse

Misappropriation of an individuals funds, benefits, savings etc or any other action that is against the best interests of the person, e.g.

- Theft of money, possessions, property or other material goods.
- Misuse of money
- Fraud or extortion of material assets.
- Persuading a vulnerable adult to enter into a financial agreement, which is to their detriment.

Psychological Abuse

Psychological abuse results from being repeatedly made to feel unhappy, anxious, afraid, humiliated or devalued by the actions or inactions and /or attitudes of others. This may include:

- Emotional abuse.
- Humiliation or ridicule.
- Abuse of honour (shaming)
- Forced marriage.
- Threats of punishment or exclusion.
- Intimidation e.g. name calling, threats, shouting or verbal abuse.

Discriminatory Abuse

Discriminatory abuse is psychological abuse and harassment that is racist, sexist or linked to a person’s age, disability, sexual orientation, cultural background or religion. Such as:

- Racial harassment.
- Harassment based on gender or sexual orientation.
- Insults or harassment based on disability.
• Denial of cultural or religious needs.

Neglect

Neglect is the deliberate withholding or unintentional failure to provide appropriate and adequate care or support.

Neglect manifests itself in the extent to which a person’s physical and/or mental well-being is seriously impaired such as:

• Failure to keep the person clean, warm and in good health.
• Failure to provide reasonable care.
• Failure to give prescribed medication.
• Failure to give privacy and dignity.
• Failure to provide supervision for behaviour that could be dangerous.
• Failure to access medical care or technical aids.
• Failure to provide nourishment.

Institutional Abuse

Abuse in an institutional setting can occur when the individual’s wishes and needs are sacrificed for the smooth running of an organisation. Abuse in an institution includes the practice of a regime or culture that is abusive and destroys the dignity and respect to which every person is entitled. This can include:

• Treating adults as children.
• Denial or failure to promote people’s rights.
• Provision of an unsafe or unhygienic environment.
• Lack of privacy.
• Lack of provision for dress, diet or religious observance for adults from ethnic minorities.

Abuse within an organisation can occur when there are poor care standards, rigid routines, inadequate staffing, poor training of staff or a poor value base of manager.

Professional Abuse

The misuse of power and/or abuse of trust by professionals, the failure of professionals to act on suspected abuse/crimes.

Other considerations - Patterns of Abuse

With serial abuse the perpetrator seeks out vulnerable adults. Long term abuse may be part of ongoing family dynamics. Where there is theft of money that is lying around this is termed opportunist abuse. Where there is stress or pressure in a situation, situational abuse could occur.
# Aims and Objectives for ACL staff and volunteers

<table>
<thead>
<tr>
<th>Aim / Objective</th>
<th>Examples of ways in which this will be achieved.</th>
</tr>
</thead>
</table>
| To provide a workforce of staff who have been vetted and deemed safe to work with vulnerable adults and children. | - Complying with SCC safer recruitment practices.  
- Inform all staff during induction of safeguarding procedures for the service. |
| Increased awareness of what constitutes abuse for all staff and volunteers     | - All staff to have completed Safeguarding Initial Awareness training.  
- All staff in Family Programmes, Community Learning and Supported Learning departments to attend the ACL Safeguarding Module.  
- All staff to undertake Safeguarding refresher training every three years  
- Introduce Initial Safeguarding Awareness to all volunteers through volunteer induction and the distance learning pack.  
- Regular reinforcement of safeguarding duties during team / service meetings and staff newsletters.  
- Copy of policy and guidance leaflets available in tutor resource bases. |
| Increase awareness among learners of what constitutes abuse                    | - Posters and/ or leaflets displayed in prominent places or given to learners at induction.  
- Induction process to include an introduction to safeguarding |
| Staff and volunteers will know how to report abuse, neglect and safety concerns| - All staff and volunteers to have completed initial awareness safeguarding training.  
- All staff in Family Programmes, Community Learning and Supported Learning departments to attend safeguarding awareness module.  
- All staff to undertake safeguarding refresher training every three years |
| Learners will know how to report abuse, neglect and safety concerns or how / to whom they should turn to for advice on any concerns they have | - Posters and/ or leaflets on how to complain, make comments or report safeguarding concerns to be displayed in the centres.  
- Tutors to encourage learners to be |
| All learners on IT courses (and courses where IT is used) to be made aware of safety implications of using IT | Tutors to make learners aware of the risks involved with using IT. |
| Safeguarding Strategy Group to continue to monitor safeguarding activity | Termly review of all safeguarding practices by strategy group.  
| Termly report to be issued to Safeguarding Strategy Group. |
| To provide a safe learning environment | All classes to use and maintain up to date activity risk assessments.  
| Heath and Safety issues, concerns, faults, incidents and accidents are reported and action taken. |
Protection and Safeguarding Procedures.

Stage 1

If a person observes something that they feel constitutes abuse/neglect or is informed about abuse/neglect

The person who observes the abuse/neglect or is informed that abuse/neglect may have occurred is responsible for immediately alerting Adrian Adamson the designated safeguarding officer within that working day.

If the designated person is not available and it is between the hours of 8am – 6pm Cheryl Brown the deputy safeguarding officer or Lisa Woodward Curriculum Manager for Supported Learning or the Surrey County Council Adult or Child Social Care Team should be contacted.

The number for the Adult Social Care Team is 0300 200 1005 or the Child Social Care Team is 0300 200 1006.

If the designated person is not available and it is between the hours of 5pm and 9am [weekdays] or at a weekend or on a public/bank holidays then the Emergency Duty Team will be informed. The number for the Emergency Duty Team is 01483 517898.

If the Surrey County Council Adult or Child Social Care Team or the Emergency Duty Team are contacted, either the designated or deputy safeguarding officers or the Curriculum Manager for Supported Learning must be alerted the next working day.

If a person has been told something that they feel constitutes abuse/neglect

A written record of what the person has been told should be made using only the language used by the learner and NOT the person’s interpretation of what they have been told.

This report should be given to the designated safeguarding officer, within the working day.

If the designated person is not available and it is between the hours of 8am – 6pm the deputy safeguarding officer or Curriculum Manager for Supported Learning or the Surrey County Council Adult or Child Social Care Team should be contacted.

If the designated person is not available and it is between the hours of 5pm and 9am [weekdays] or at a weekend or on a public/bank holidays then the Emergency Duty Team will be informed.

If the Surrey County Council Adult or Child Social Care Team or the Emergency Duty Team are contacted, either the designated or deputy safeguarding officers or the Curriculum Manager for Supported Learning must be alerted the next working day.
If a person suspects something that they feel constitutes abuse/neglect but has no proof.

A written report of the suspicion should be given to the designated safeguarding officer detailing the concerns within the working day.

If the designated person is not available and it is between the hours of 8am – 6pm the written report should be given to the deputy safeguarding officer or Curriculum Manager for Supported Learning

If a written report has been received from the vulnerable adult or any witness.

The written report of the suspicion should be given to the designated safeguarding officer within the working day.

If the designated person is not available and it is between the hours of 8am – 6pm the written report should be given to the deputy safeguarding officer or Curriculum Manager for Supported Learning

In emergency situations

Where the person is in need of immediate medical attention or where the abuse/neglect is observed immediate action should be taken to safeguard the vulnerable adult, child or young person and evidence should be preserved. In this case the emergency services should be contacted on 999. A report of events should then be given to the designated safeguarding officer within the working day. If the designated person is not available the report should be given to the deputy safeguarding officer or Curriculum Manager for Supported Learning

Out of hours / Remote working

It may be the case that a safeguarding issue arises outside of the office hours of the designated or deputy safeguarding officers or the Curriculum Manager for Supported Learning and as a result a written report cannot be made within the working day. It may also be the case that the person is not able to make a written report immediately as they work in remote locations.

In such instances the report should be made verbally to the designated safeguarding officer and the written report should follow within 24 hours.

Is it Safeguarding?

It may be the case that the staff member is unsure if the matter is covered within the Safeguarding Policy. In this case they should contact Adrian Adamson, Cheryl Brown or Lisa Woodward (safeguarding officers) to discuss their concerns.
In circumstances where the safeguarding officers are not available the staff member can discuss this in the first instance with their immediate line manager only before a decision is made on whether or not to report the matter as a safeguarding concern.

Stage 2

Upon receipt of any report the designated safeguarding officer needs to make referral to the appropriate external agencies such as:

- Commission for social care inspection.
- Commission for health inspection.
- Social services duty desk.
- Social worker/care managers.
- Adult protection and safeguarding teams.

The procedures and advice from the external agencies will then be followed.

Stage 3

Reports of any safeguarding incidents will be made by the designated safeguarding officer and submitted to head of service on a termly basis.
Adult Safeguarding Procedures

Abuse is discovered or suspected / allegation made.

Is vulnerable adult in immediate danger or in need of medical attention? Has a crime been committed or in progress?

Make sure the person is safe.

Report concerns to safeguarding officer within the working day.

Safeguarding officer to report to appropriate external agency.

Contact 999 for police and/or ambulance.