

Safeguarding and Prevent Policy and Procedures 2019 2020

Introduction

The Adult College for Rural East Sussex has a duty of care to all learners, staff and volunteers to ensure they have a safe and healthy environment in which to learn and work and which promotes well-being and security and is free from radicalisation.

We have a particular responsibility to safeguard vulnerable adults to prevent abuse, when possible, and to respond quickly and appropriately to suspected or actual allegations of abuse.

This policy sets out our commitment to the health, safety and welfare of everyone involved in courses, activities and work which come under the responsibility of the College. It has been adapted from the Sussex Safeguarding Adults Policy and Procedures 2015 for the protection of Vulnerable Adults.

The purpose of this policy and procedure is to ensure that the rights of vulnerable individuals and groups are protected through staff awareness of the issues and the following of statutory and local guidelines in the reporting of concerns.

All staff working within Adult Learning are responsible for recording and reporting protection and radicalisation concerns.

Definition

A vulnerable adult is defined as a person aged 18 years and over who may be unable to take care of themselves or protect themselves from harm or from being exploited. The Safeguarding Vulnerable groups Act 2006 defines a 'vulnerable adult' as a person aged 18 or over who is:

- receiving a social care service
- receiving a health service
- living in sheltered accommodation
- detained in custody or under a probation order
- requiring assistance in the conduct of his/her affairs
- receiving a service or participating in any activity targeted at older people, people with disabilities or with physical or mental conditions.

What is Abuse?

Adult abuse is defined as “a violation of an individual’s human and civil rights by any other person or persons”. The characteristics of abuse can take a number of forms and cause individuals to suffer pain, fear and distress, reaching well beyond the time of the actual incident(s). Individuals who have experienced abuse may be too afraid

or embarrassed to make any complaint. They may be reluctant to discuss their concerns with other people or unsure of who to trust or approach with their worries. There may be some situations where they are unaware that they are being abused.

Abuse can take many forms:

- Discriminatory abuse - abuse on grounds of someone's race, disability, gender, sexuality, religious belief, age, gender reassignment, marriage/civil partnership, pregnancy and maternity or sexual orientation.
- Physical abuse - hitting, pushing, burning, kicking or restraint.
- Emotional/Psychological abuse - verbal abuse, humiliation, bullying or the use of threats, blaming, isolation or removal from services or supportive networks.
- Financial abuse - illegal or improper use of a person's property, money, pension book, bank account or other belongings.
- Sexual abuse - direct or indirect sexual activity where the vulnerable person cannot or does not give their consent, including rape and sexual assault.
- Neglect - not providing a person with the essential care they need, thus causing them to suffer, and failure to provide access to appropriate health, social care or educational services.
- Institutional abuse – which is poor professional practice, including neglect, and which can take the form of isolated incidents or pervasive ill treatment including gross misconduct.
- Personal exploitation – involves denying an individual his/her rights or forcing him/her to perform tasks that are against his/her will.
- Violation of rights eg preventing an individual speaking his/her thoughts and opinions.

In respect of safeguarding individuals from radicalisation, ACRES works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate, seeks external support for learners through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possible entering the criminal justice system because of their actions. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Concerns about Abuse

A member of staff discovering an allegation or suspicion of abuse or a learner(s) becoming radicalised, should report it in person, by email or on the telephone to the Safeguarding Officer who has responsibility to maintain a safe and healthy environment for learning and work. If the allegation is discovered by a learner, then they should inform a member of staff who will then inform the Safeguarding Officer.

If the staff member/learner has been told about the allegation in confidence, they should attempt to gain the consent of the individual to make a referral to another agency. Adults can generally insist on confidentiality being maintained unless there

are circumstances in which it is considered their wishes must be overridden. However, the gaining of consent is not essential in order for information to be passed on. Consideration needs to be given to:

- The scale of the abuse.
- The risk of harm to others.
- The capacity of the individual to understand the issues of abuse and consent.

If there is any doubt about whether or not to report an issue, then it should be reported.

As a matter of best practice, vulnerable adults should not be promised or offered confidentiality by a member of staff. It is important for staff to be able to share concerns and seek help within the College and this must be explained to the learner.

In emergency situations where immediate action is needed to safeguard the health and safety of the individual or anyone else who may be at risk, the emergency services must be contacted.

Where a crime is taking place, has just occurred or is suspected, the police must be contacted immediately.

Signs of Potential Harm or Abuse

Because vulnerable adults may not be able to report abuse themselves, it is important that professionals and volunteers working with those groups recognise signs and symptoms of possible abuse. Staff should be aware of signs of potential abuse but keep an open mind and not jump to conclusions.

This list is not definitive and your relationship with a vulnerable person may mean that you are sensitive to changes in their behaviour which are not detailed here but which give you cause for concern

- **Signs of potential physical abuse:** a history of unexplained falls or minor injuries, finger marks, clusters of bruises, untreated medical problems and unexplained weight loss.
- **Signs of potential sexual abuse:** reported or observed pain, bruising, soreness and/or infections, changes in usual behaviour.
- **Signs of potential psychological/emotional abuse:** vulnerable person seems very distressed, confused or unusually withdrawn, appears frightened of care-giver or other person.
- **Signs of potential financial abuse:** unexplained or sudden withdrawal of money from accounts, inability to pay bills, an unusual interest in vulnerable person's assets, failure to explain financial transactions by person managing the vulnerable person's money.
- **Signs of potential neglect:** living conditions are filthy/cold, clothing is dirty or inappropriate, the person's health is deteriorating and they are not getting the medical treatment and care they need.

- **Signs of potential discriminatory abuse:** the vulnerable person is excluded from activities; there is no attempt to address their communication needs or provide food or care that meets their cultural needs.
- **Signs of potential institutional abuse:** repeated concerns about poor care or ill-treatment, lack of flexibility about waking/bedtimes, no respect of privacy, poor bedding or heating, lack of individual care planning, inadequate provision and choice of food and drink.

Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy.
- The individual becomes increasingly intolerant of more moderate views.
- The individual expresses a desire/intent to take part in or support extremist activity.
- They are observed downloading, viewing or sharing extremist propaganda from the web.
- They become withdrawn and focus on one ideology.
- The individual may change their appearance and their health may suffer (including mental health) and they become isolated from family, friends, peers or social groups.

Responsibility for Recording and Reporting

It is the responsibility of all staff working with vulnerable adults, whether in a paid or voluntary capacity, to recognise and report abuse or radicalisation using ACRES's reporting procedure. It is never someone else's responsibility. The Safeguarding Officer can be reached on 01825 761820.

If a learner discloses to you that they or another vulnerable adult have been, or are being abused/radicalised:

Do

- Do listen very carefully to what they tell you.
- Do take what is said seriously and accept what you are told.
- Do stay calm and reassure the learner that they have done the right thing in talking to you.
- Do keep a careful record of what they see, what they hear and what they do and prepare a written record of the allegation or suspicion of abuse as soon as possible (and no later than 24 hours afterwards) using the form attached in the appendix to this document and forward it, confidentially, to the Safeguarding Officer.
- Do tell them that you must pass this information on but that only those that need to know will be told. Tell them to who you will report the matter.

On receipt of the report the Safeguarding Officer will then undertake an immediate risk assessment to identify short term steps required to safeguard the learner while an investigation is being carried out.

Do Not

- Do not panic.
- Do not promise to keep things secret. You have a duty to refer a vulnerable adult who is at risk.
- Do not lie or say that everything will be fine now that they have told you.
- Do not criticise the abuser.
- Do not ask lots of detailed or leading questions.
- Do not press the learner for answers they are unwilling to give.

A central record of concerns and actions taken is maintained by the Adult Learning Manager as ACRES' Safeguarding Officer.

Safeguarding Learners who are Vulnerable to Extremism

The Adult College for Rural East Sussex (ACRES) is committed to providing a secure environment for learners, where they feel safe and are kept safe. All adults at ACRES recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

In 2010 the Government published the Prevent Strategy, a national programme to stop people becoming terrorists or supporting terrorism. In 2012 Channel, a key element of Prevent, produced a guide for Local Partnerships protecting vulnerable people from being drawn into terrorism. In recent years there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

ACRES values freedom of speech and the expansion of beliefs/ideology as fundamental rights which underpin our society's values. Both learners and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make adults vulnerable to future manipulation and exploitation. ACRES is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

ACRES seeks to protect vulnerable adults against the messages of all violent extremism. We will closely follow any locally agreed procedure as set out by the Local Authority safeguarding individuals vulnerable to extremism and radicalisation.

When a member of staff has any concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the Safeguarding Officer.

Learners may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

As part of wider safeguarding responsibilities ACRES staff will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of ACRES, such as in their homes or community groups, especially where learners have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Learners accessing extremist material online, including through social networking sites.
- Changes in behaviour, friendship or actions and requests for assistance.
- Learners voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

This list is not exhaustive, nor does it mean that all people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:

- Making a connection with learners through good teaching, learning and assessment and a learner centred approach.
- Facilitating a 'safe space' for dialogue.
- Equipping our learners with the appropriate skills, knowledge, understanding and awareness for resilience.

Responding to Reported Safeguarding Incidents

Members of staff should not investigate any allegations themselves or ask questions as this might prejudice any legal proceedings. It is also important that they do not confront an alleged abuser.

The Safeguarding Officer will undertake an initial investigation of the reported incident. This may involve interviewing staff and learners.

In all cases where there is serious risk to a learner the Safeguarding Officer will agree with the Chair of ACRES' Board immediate steps to be taken to remove the risk and separate the learner from the person accused of abuse. This may include suspension of an accused member of staff, without prejudice to the findings of the investigation.

Following the investigation, the Adult Learning Manager will propose a response. If no evidence of abuse can be established the response may be no action. Other action steps may include, for example:

- Placement of the learner in another class.
- Assignment of a member of staff or volunteer to accompany the learner to class.
- Retraining of staff.
- Initiating disciplinary procedures of staff involved, potentially up to dismissal.
- Activating the learners' complaints procedure, potentially up to exclusion of another learner from classes.

The Safeguarding Officer will keep the member of staff who raised the concerns informed on progress/outcomes on a 'need to know' basis.

All papers relating to the initial report and subsequent investigation and outcomes will be stored securely within the Adult Learning office.

Responsibilities

All members of staff have a responsibility to be aware of this policy and to report any suspicions or concerns that they may have about abuse to the Safeguarding Officer

The Adult Learning Manager has responsibility to ensure a safe and healthy environment for learning and work.

This policy will be communicated to all learners and staff via the ACRES' website.

Other Safeguarding Concerns

Where a member of staff has a concern about a learner or colleague which is not connected to potential abuse, they should raise this concern, informally, with the Safeguarding Officer who will consider the concerns and agree a way forward.

Safeguarding with ACRES

Ensuring the safety of learners and staff at ACRES is of paramount importance and as well as the above procedure, ACRES ensures the safety of its learners and staff by:

- Safe recruitment - all staff and volunteers are vetted under the enhanced Disclosure and Barring procedures.
- First Aid Training – where courses take place with no trained first aider on site, ACRES will ensure staff undertake appropriate First Aid training.

- Venues – all external venues are annually risk assessed to ensure their appropriateness.
- No learners undertake Health and Fitness activities until they have completed a health questionnaire which has been reviewed by the tutor.
- Activity risk assessments are completed, submitted and checked by management, where an activity risk has been identified.
- Where appropriate health and safety guidelines are drawn up and agreed with learners so that they are aware of likely risks and how to prevent accidents.
- Observations of teaching, learning and assessment pay specific attention to safeguarding and health and safety issues.
- E-safety information on ACRES' website.

Training

The Learning and Development team will procure appropriate training to ensure that staff are trained in order to be able to carry out their responsibilities to ensure the protection of vulnerable adults. The training will cover recognition of radicalisation, abuse, key policy principles and code of practice including the rights of vulnerable adults, alert procedures, record keeping and emotional support.

Legislation

This policy is informed by and adheres to the following legislation:

- Safeguarding and Vulnerable groups Act 2006
- Care Standards Act 2000
- NHS and Community Care Act 1990
- Public Interest Disclosure Act 1998
- Mental Health Act 1983

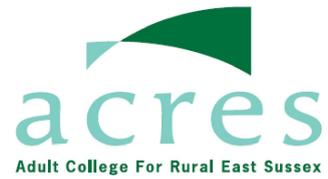
Guidance has been taken from 'Safer Learning, Safer Practice: a whole-organisation approach to safeguarding vulnerable adults for the learning and skills sector' (2007) NIACE/DfES.

Key contacts

Role	Name	Contact details
Designated Safeguarding Officer	Helen D'Silva	01825 761820
Chair of ACRES' Board	Hugh Hennebry	01825 764844

Reviewed August 2019

Next review August 2020



Safe Learner Incident Report Form

Strictly Confidential

Use this form to record

- any concern you have about the potential abuse of a learner/staff member or volunteer
- the disclosure of abuse made to you by a learner or colleague

NOTE. This report should be factual and not include opinions or personal interpretations of the facts presented. It must contain as much detail as possible and be as accurate as you are able to record it. This report may form part of a criminal investigation.

Name of student/staff member/volunteer you are writing about	
Course they are attending	
Venue of course	
Contact details	
Briefly describe what happened (include times and dates)	
Contact details of any witnesses	
Please note any obvious physical signs of abuse here	

Name of person completing the form	
Date and time	
Name of Manager responsible for investigation	
Action Taken	
Date	