

Safeguarding Adults Policy

(updated March 1st 2021 -government Covid-19 guidelines -see Appendix 2)

1. Introduction

Lynher Training Ltd believes that everyone has the right to live their life in safety free from harm, abuse, neglect and exploitation.

The purpose of this document is to explain the basic principles of safeguarding to all Lynher Training Ltd staff. It is intended to cover those issues, which are likely to be the most relevant and assist them in their recognition and handling of safeguarding concerns about adults at risk who are involved with our services, including learners, (including Apprentices), Employers and their representatives, delivery staff, office workers and visitors

This policy and procedure are consistent with the Care Act 2014 and developed in conjunction with the Zebra Collective, Plymouth, following delivery by Zebra, of a Safeguarding training event for all Lynher training staff in January 2019.

All staff and sub contractors must make themselves aware of the organisation's policy and procedures as laid down in this document. This is an issue of importance both for adults at risk who come in to contact with Lynher Training Ltd and for the reputation of the organisation and its workers.

In the course of all our training delivery for learners, and for delivery and admin staff and visitors, we are committed to safeguarding adults at risk by:

- protecting them from the risks and experience of abuse or neglect
- making sure their safety and wellbeing is promoted and their views, wishes, feelings and beliefs are respected (see the 6 key safeguarding principles below)
- responding promptly to any allegations of misconduct or abuse
- working in partnership with other people and organisations as appropriate to prevent and stop the risks and experience of abuse or neglect
- sharing information appropriately
- providing effective management for workers and volunteers through supervision, support and training
- requiring all workers to abide by this safeguarding adults' policy and procedures
- adhering to HSE guidelines with regards to lone working (<http://www.hse.gov.uk/pubns/indg73.pdf>).
- ensuring there is a designated person to promote safeguarding awareness and practice within Lynher training Limited

Definitions:

2.1 Adult at risk as specified in the Care Act 2014 is:

An adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs)
- Is experiencing, or is at risk of abuse and neglect
- As a result of those needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect

“Adult at Risk” has replaced the term “vulnerable adult” as it has the advantage of focusing on the risk to the person and of the situation.

2.2 Main Categories of Abuse:

There are many forms of abuse and neglect, and instances can be one-off or multiple and affect one person or more. The list below is not exhaustive, but seeks to illustrate the sort of behaviour that could give rise to a safeguarding concern:

<p>Physical Abuse including:</p> <ul style="list-style-type: none">• assault• hitting• slapping• pushing• misuse of medication• restraint• inappropriate physical sanctions	<p>Self-neglect covers:</p> <p>This covers a wide range of behaviour neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding</p>
<p>Sexual Abuse including:</p> <ul style="list-style-type: none">• rape• indecent exposure• sexual harassment• inappropriate looking or touching• sexual teasing or innuendo• sexual photography• subjection to pornography or witnessing sexual acts• indecent exposure• sexual assault• sexual acts to which the adult has not consented or was pressured into consenting	<p>Psychological Abuse including:</p> <ul style="list-style-type: none">• emotional abuse• threats of harm or abandonment• deprivation of contact• humiliation• blaming• controlling• intimidation• coercion• harassment• verbal abuse• cyber bullying• isolation• unreasonable and unjustified

<p>Sexual exploitation involves exploitative situations from the seemingly 'consensual' relationship where sexual activity is exchanged for attention, affection, or gifts, to serious organised crime and human trafficking.</p>	<p>withdrawal of services or supportive networks</p> <p>It also includes risks posed by the misuse of mobile and interactive online services such as social networking e.g. stalking, exposure to violent or hateful content or images.</p>
<p>Finance or Material Abuse including:</p> <ul style="list-style-type: none"> • theft • fraud • internet scamming and bogus callers • coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions • the misuse or misappropriation of property, possessions or benefits <p>It can also include aspects of "mate crime", where people pretend to befriend an adult at risk, while secretly stealing from or abusing them.</p>	<p>Domestic Abuse is:</p> <p>Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • Psychological; • Physical; • Sexual; • Financial; • Emotional • So-called 'honour' based violence • Female Genital Mutilation • Forced marriage
<p>Neglect and Acts of Omission including:</p> <ul style="list-style-type: none"> • ignoring medical • emotional or physical care needs • failure to provide access to appropriate health, care and support or educational services • the withholding of the necessities of life, such as medication, adequate nutrition and heating 	<p>Organisational Abuse including: neglect and poor care practice within an institution or specific care setting such as a hospital or care home, or in relation to care provided in one's own home. This may range from one-off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.</p>
<p>Discriminatory Abuse including forms of:</p> <ul style="list-style-type: none"> • harassment • slurs or similar treatment: <ul style="list-style-type: none"> ○ because of race ○ gender and gender identity ○ age 	<p>Modern Slavery encompasses:</p> <ul style="list-style-type: none"> • slavery • human trafficking • forced labour and domestic servitude. • traffickers and slave masters using whatever means they have at their disposal to

<ul style="list-style-type: none"> ○ disability ○ sexual orientation ○ religion 	<p>coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment</p>
<p>Radicalisation is the process by which people are drawn towards and groomed to support violent extremism and in some cases join terrorist groups. There is no 'typical' profile of what kind of person is at risk of radicalisation and contact with radicalisers can take a direct form, i.e. face to face and indirectly through the internet, social networking or other media.</p> <p>Prevent is the Government counter-terrorism initiative and is a multi-agency approach to safeguard people at risk of radicalization. If you believe someone is at risk of radicalisation you can help them obtain support and prevent them becoming involved in terrorism by raising your concerns via the confidential Anti-Terrorist Hotline on 0800 789 321 or emailing prevent@devonandcornwall.pnn.police.uk.</p>	

For full definitions of the above and signs/indicators refer to Plymouth Safeguarding Adults Board Procedures Manual:
http://plysab.proceduresonline.com/chapters/p_cat_abuse.html

Concerns about abuse may arise in a number of ways:

- the adult at risk may tell you
- via another person
- through the person's behaviour
- through visual signs e.g. bruises
- the behaviour or attitude of a person towards the adult at risk worries you or makes you feel uncomfortable in some way

3. Six Key Principles of Safeguarding Adults

Lynher Training Ltd subscribes to the six key principles (which underpin all adult safeguarding work and apply to all sectors and settings), as set out in the Care Act 2014 Care and Support Guidance: <https://www.gov.uk/guidance/care-and-support-statutory-guidance/safeguarding>

These principles should inform the ways in which we respond to and support adults at risk:

- **Empowerment**
People being supported and encouraged to make their own decisions and have informed consent
- **Prevention**
It is better to take action before harm occurs
- **Proportionality**
The least intrusive response appropriate to the risk presented
- **Protection**
Support and representation for those in greatest need

- **Partnership**
Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse
- **Accountability**
Accountability and transparency in delivering safeguarding

4. Guidance for workers - if you suspect abuse or neglect has occurred:

4.1 All workers have a responsibility to share their concerns with the Designated Safeguarding Person (DSP) as soon as possible depending on the urgency/seriousness of the concerns

4.2 The DSP will then consider how to take the matter forward e.g. a referral to the Local Safeguarding Adults Team (see Appendix 1) and keep you informed of their decision

4.3 It is important that all workers communicate concerns accurately. To this end, workers will follow the procedures below:

- Upon the receipt of any information about an adult at risk, including from the person themselves, you must record accurately what you have seen, heard or know, at the time the event occurs or as soon as possible afterwards
- You must share your concerns with the DSP at the earliest possible opportunity, provide any information that you have, and agree actions to be taken which should be recorded clearly and SMART.
- Always REFER never INVESTIGATE any suspicions or allegations about abuse.
- Do not assume that someone else will help the adult at risk

4.4 If your information has come from the adult at risk themselves then you must do the following:

1. Listen carefully to what they are telling you, stay calm. Keep questions to a minimum and ensure that you only ask OPEN questions.
2. Assure them they have done the right thing by telling you and that you are taking the concerns seriously
3. Do not start to investigate or ask detailed or probing questions
4. Explain that you can't keep secrets but the information will be treated confidentially i.e. need to know basis only. This means you will inform the Designated Safeguarding Person who may refer the concerns to Adult Social Care. DO NOT GOSSIP

5. Wherever possible, consider what the adult at risk wants to happen next. On some occasions, it may be necessary for the designated person to raise a safeguarding concern even if this is contrary to the wishes of the adult at risk. Reassure the person that they will be involved in decisions about them.
6. Make a formal written record of everything that has happened/been discussed as soon as possible. All recording should be factual - use the exact words/terminology that the adult at risk has used. Do not include your opinion(s).
7. In the report you must include: the date and time of disclosure, suspicion or allegation and the exact time and date when you wrote the report. Sign your report and print your name and position.
8. Your report should include the following details:
 - date and time of what has occurred
 - details of the alleged victim such as name, date of birth, address
 - who disclosed the information (if not the alleged victim)
 - any information you may think relevant
 - details of the alleged abuser, such as name, date of birth, address, current whereabouts and his/her relationship to the victim.
 - details of other parties involved
 - the wishes and desired outcomes of the adult at risk
 - details of what action you or anyone else have taken
 - details of reporting including who to, who by and when
9. Give the DSP your report, they have a duty to keep this report in a safe and secure place. They will also keep in contact with you, and support you through this process.
10. Family members of the adult at risk will be informed when/if appropriate by the Investigating Safeguarding Team.

Where required take immediate action to ensure the immediate safety and welfare of the adult at risk (and any other person at risk). Speak to the DSP where possible for further guidance. Otherwise:

- If urgent medical attention/ambulance/police presence required dial 999
- If a crime needs to be reported dial 101 unless there is an immediate risk, in which case dial 999
- Be aware of the possible need to preserve forensic evidence

5. Additional Guidance for the Designated Safeguarding Person (DSP) when raising a Safeguarding Concern

5.1 When you are informed or become aware of possible abuse or neglect gather information, including what the adult wants to happen now.

The Care Act Guidance emphasises how safeguarding should be person-led and outcome-focused. It should engage the person in a conversation about how best to respond to their safeguarding situation in a way that enhances involvement, choice and control as well as improving their quality of life, wellbeing and safety.

5.2 Decide whether to raise a safeguarding concern, and if so, take action.

- Immediately where the concern is urgent and serious
- Within the same working day for any other concerns
- Document the incident and any actions or decisions taken
- Provide support for the person identifying the safeguarding concern

Appendix 1 contains a list of contact details for the four Local Authorities in whose areas Lynher Training Ltd currently delivers most work.

5.3 On some occasions it may be necessary to raise a safeguarding concern even if this is contrary to the wishes of the adult at risk. Any such decision should be proportional to the risk, for example:

- It is in the public interest e.g. there is also a risk to others
- The person lacks mental capacity to consent and it is in the person's best interests
- The person is subject to coercion or undue influence, to the extent that they are unable to give consent
- It is in the person's vital interests (to prevent serious harm or distress or life-threatening situations)

If you remain unsure whether to raise a safeguarding concern, you can seek advice from local Safeguarding Teams (see Appendix 1)

5.3 Where, after proper consideration, there is a decision not to proceed with raising a safeguarding concern, the reasons for this and any alternative action taken must be fully recorded.

6. Allegations against workers

6.1 Any allegation made against any representative of Lynher training Limited who works with an adult at risk or has contact with them must be taken seriously.

An allegation or suspicion of abuse should be reported immediately to the DSP. It is important that a detailed record is kept, dated and signed.

On receipt of the report the DSP should review the allegation in the light of the three criteria below and take appropriate action.

Where a staff member or subcontractor has:

- Behaved inappropriately in a way that has harmed or may have harmed an adult at risk or
- Possibly committed a criminal offence against or related to an adult at risk or
- Behaved towards an adult at risk in a way that indicates s/he is unsuitable to work with people with care and support needs

The DSP should immediately report the allegation or suspicion of abuse to the local Safeguarding Adults Team (see Appendix 1)

If the DSP is implicated the allegation should be reported to the Local Safeguarding Team for impartial review.

6.2 If an allegation of abuse is made against you, then you must follow the guidelines below and remember:

- The welfare of the adult at risk is paramount
- You must remove yourself from the situation immediately.
- You must refer the matter to the DSP immediately (the earliest possible opportunity), and provide any information that you have, and agree action to take. Provide the DSP with a report immediately (the earliest possible opportunity).
- The DP will decide on the next course of action

6.3 If an allegation of abuse is made against another worker [inside or outside of Lynher Training Ltd] in a session where you are also present then you must follow the guidelines below and remember:

- The welfare of the adult at risk is paramount
- You must ensure that the worker who has been accused of abuse is removed from the situation immediately
- You must ensure that the adult at risk concerned is free from any possible risk of harm
- You must contact the DSP immediately, provide any information that you have and agree action to take.
- Provide the DSP with a report immediately (the earliest possible opportunity).
- You must follow these guidelines if an adult at risk tells you about another worker from any organisation outside of the session.

7. Recruitment, Training and Supervision

7.1 As Lynher Training Ltd's delivery involves Regulated Activity, all delivery staff undertake DBS checks. Lynher Training Ltd's Quality Assurance officer ensures that DBS checks are kept up to date and records are stored and maintained with the staff CPD records.

7.2 Each staff member or sub contractor will undertake regular Safeguarding Adults training to gain a basic awareness of signs and symptoms of abuse and how to respond to a concern of abuse. The DSP will have access to further safeguarding training as required for their role.

Lynher Training Ltd will emphasise to all workers that they have a duty to report any concerns they have regarding the possible abuse of an adult at risk in touch with our services immediately to the DSP.

7.3 Safeguarding adults will be discussed in supervision as the need arises. Staff and sub contractors will be supported by the DSP.

7.4 Each staff member and sub contractor is required to read this policy and to sign to that effect.

NOTE: if you are worried at any time please discuss your concerns or worries with the DSP.

Updated: 20th January 2019
12/06/19

To be reviewed by January 2020

Reviewed 7th January 2020

Updated 1st March 2021

Designated Safeguarding Person (DSP): Karen Howell

Appendix 1

Contact Details of Local Safeguarding Teams

As Lynher Training Limited works across a number of Local Authorities the Designated Safeguarding Person may need to raise a safeguarding concern with teams in one of the following areas:

Plymouth

Adult Social Care -Tel : 01752 668000

Out of Hours: 01752 346984

Online form:

<http://www.plymouth.gov.uk/homepage/socialcareandhealth/adultsocialcare/adultsafeguardingboard/asbpublic/ascadultabuse.htm>

Cornwall

Multi-Agency Referral Unit (MARU) -Tel: 0300 1234 131

Out of Hours: 0300 1231 116

email: accessteam.referral@cornwall.gov.uk.

Devon

Care Direct -Tel: 0345 1551 007

Out of Hours: 0845 6000 388

email: csc.caredirect@devon.gov.uk.

Torbay

Safeguarding Adults Team -Tel: 01803 219700

email: safeguarding.alertstct@nhs.net

Appendix 2)

**Covid-19. Information from the Government
Guidelines published February 2021 for FE Providers
in relation to:**

Safeguarding young people

Your staff should be particularly vigilant about new and additional safeguarding concerns. You should make staff and volunteers aware of what they should do if they have any concerns about a student. It is important that they act immediately on any safeguarding concerns.

Check that the safeguarding and welfare information you hold on all students is accurate. Ask parents and carers to tell you about any changes in welfare, health and wellbeing.

Continue to work with and support:

- young people's social workers
- the local authority virtual school head for looked-after and previously looked-after children
- personal advisers for care leavers
- any other relevant safeguarding and welfare partners

You have a statutory duty with regards to 16 and 17 year olds to provide information to local authority services to enable them to track and maintain contact with these young people. This will help local authorities to identify those not participating so that they can provide those students with the support they need to reach their potential.

Continue following statutory guidance on inter-agency working, set out in [working together to safeguard children](#). You should also refer to [keeping children safe in education](#).

External resources that can support the safeguarding of young people include:

- [SafeCall](#), which offers support to victims of exploitation – young people can contact SafeCall directly or can be referred to SafeCall by professionals
- the [See, Hear, Respond service](#) provided by Barnardo's to help young people in England who are experiencing harm and increased adversity during lockdown
- a [protocol for teachers delivering live lessons online](#) and engaging in one to one activity with under 18s, developed by Kirklees College and the National Association for Managers of Student Services (NAMSS)

Mental health and wellbeing

Many students and staff members will be feeling uncertain and anxious at this time. It is important to support positive mental health and wellbeing, which is necessary for young people to engage in learning.

You should identify young people and members of staff who may need additional support and engage with them and their representatives to understand their needs and ensure they have appropriate mental health and wellbeing support in place. Vulnerable young people are particularly likely to need additional support with their mental health and wellbeing. The guidance on [mental health and behaviour in schools](#) might be helpful with this.

Work with local authorities and voluntary sector mental health organisations to ensure that support is in place. Contact your local authority to see if they have a list of services in your area that provide support for young people.

Support can be given over the phone for any students self-isolating from specialist staff or support services.

NHS children and young people's mental health services may be able to provide support remotely. Professionals involved with children and young people, including teachers, special educational needs co-ordinators (SENCO) social workers, youth workers and educational

psychologists should continue referring young people to their local NHS children and young people's mental health services where needed. Self-referral options are commonly available and many services offer single points of access. Young people or their parents or carers can also contact their GP or refer to NHS 111 online.

NHS trusts have also established 24-hour urgent mental health helplines in most parts of England for people of all ages. If you have urgent concerns about a young person, find your local helpline to discuss your concerns with a mental health professional. You should also ensure that students are aware of this service. Public Health England has published guidance on [supporting children and young people's mental health and wellbeing](#).

Wellbeing for Education Return is intended to help local areas to support schools and colleges promote wellbeing and good mental health, responding to the impacts of Covid-19. The £8m initiative comprises training materials and funding for local experts to support delivery of training and resources into all schools and colleges in each local area, and ongoing support, until the end of March 2021.

In recognition of the significant pressures on your staff, local areas are tailoring their support, and offering interactive training sessions and follow up support on key themes to support the mental health and wellbeing of staff and pupils in response to coronavirus (COVID-19).

The training will give staff increased confidence to support their colleagues, young people, and local knowledge so that they know how and where to access appropriate specialist support where needed.

New and updated [Wellbeing for Education Return](#) resources are now available for education staff who do not have access to locally adapted training and support, or to supplement existing local offers. These include a short, recorded webinar - '[Every interaction matters](#)'. It introduces a simple framework for promoting wellbeing, resilience and mental health, building on education staff's existing roles, skills and personal qualities. It is intended for use by education leaders with all staff in staff or INSET sessions, or for education staff to work through individually. This sits alongside the original Wellbeing for Education Return [content](#) covering issues such as bereavement, loss, anxiety, stress and trauma and signposting to free [information and resources](#) for education staff, children and young people, parents and carers.

The Department for Education, Public Health England and NHS England also hosted a [webinar for school and FE providers staff](#) on 9 July 2020 to set out how to support returning pupils and students. You can find resources to promote and support mental wellbeing in the list of [online resources to help young people to learn at home](#).

Other resources include:

- [MindEd](#), which includes e-learning modules about young people's mental health
- the [Every Mind Matters](#) platform, which has specific advice for adults and young people on maintaining good mental wellbeing during the coronavirus (COVID-19) pandemic
- the Association of College's (AoC) [coronavirus \(COVID-19\) resource hub](#), which includes advice for students and staff
- the Education and Training Foundation's [mental health and emotional wellbeing advice](#) for FE staff
- Education Support's [mental health and wellbeing support services for all education staff](#)
- free apps available on the [NHS App Store](#) for mental health and wellbeing support
- [Digital Wellbeing of Students guide from Jisc](#), which curates a number of resources and guides
- the [Samaritans' website](#) provides guidance on how to prepare for and respond to a suspected suicide in FE colleges
- through the College Collaboration Fund, DfE has funded a number of college partnerships to develop learner support and safeguarding, including producing resources to support [student and staff mental health](#) and wellbeing
- mental health is also covered in [keeping children safe in education](#) and these principles continue to apply

Consider supporting students with their mental health and wellbeing through:

- remote one to one counselling
- encouraging young people to identify their own self-care strategies during this uncertain time, online resources can help with this
- completing welfare checks at the start of each lesson to ensure that all students are engaged and supported
- personal, social, health and economic (PHSE) lessons focused on topics including mental health awareness, healthy living and online safety
- encouraging participation in sport, [AOC Sport](#) promotes and supports sports in further education

Supporting vulnerable students

Vulnerable students are those who:

- are assessed as being in need under section 17 of the Children Act 1989, including students who have a child in need plan, a child protection plan or who are a looked-after child
- have an EHC plan
- have been assessed as otherwise vulnerable by educational providers or local authorities
 - (including children's social care services) - this includes:
 - students on the edge of receiving support from children's social care services
 - adopted children
 - those at risk of becoming 'not in employment, education or training' (NEET)
 - those living in temporary accommodation

- those who are young carers
- those who may have difficulty engaging with remote education at home (for
- example due to a lack of devices or quiet space to study) others at the provider and local authority's discretion,

During any restrictions to in-person education delivery you will remain open to vulnerable students, including vulnerable adult students such as adults with learning difficulties and disabilities. Vulnerable students are strongly encouraged to attend on-site provision. In particular, young people with a social worker or Education, Health and Care (EHC) plans are expected to attend provision (subject to public health advice), because of their safeguarding and welfare needs.

If vulnerable students do not attend, you should:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence and discuss their concerns
- work closely with other professionals, where appropriate, to support attendance
- notify the student's social worker, if they have one, particularly where the social worker

(where applicable) agrees that the student's attendance would be appropriate

If the vulnerable student wishes to be absent from face-to-face education during local or national restrictions, they should let their setting know. The young person should not be included in the coronavirus (COVID-19) attendance monitoring data as 'expected to attend'. Further information on how to record attendance in further education is provided in the [How to complete the educational setting status form guidance](#)

Where you have had to close, you should inform the local authority to discuss alternative arrangements for vulnerable students and work towards reopening as soon as possible, where feasible to do so.

You should work collaboratively with other education providers and local partners (including the local authority, social workers, police, youth services, key workers etc) to maximise opportunities for face-to-face provision for vulnerable students.