

## **1. Purpose**

1.1. The purpose of this policy is to set out the principles to be followed to ensure a consistent and effective approach to managing the safeguarding of vulnerable adults across More Training.

## **2. Scope**

2.1. This policy applies to all staff, learners, contractors and third-party agents involved with More Training.

## **3. Definition of a Vulnerable Adult**

3.1. The Department of Health 'No secrets' guidance document defines a vulnerable adult as 'An adult (a person aged 18 or over) 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 take care of him or herself, or unable to protect him or herself against significant harm or exploitation".'

## **4. Policy Statement**

4.1. More Training is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects its entire staff to share this commitment. This also applies to More Training contractors, agencies and organisations with whom we might work.

4.2. More Training practice is fundamentally underpinned by the following principles:

- The welfare of the child, young person or vulnerable adult is paramount.
- All children, young people and vulnerable adults should be treated with respect and dignity at all times.
- Staff understand their responsibilities to safeguard, and promote best working practice with regards to safeguarding.
- Staff will demonstrate exemplary behaviour when working with children, young people and vulnerable adults in order to protect them from abuse and protect themselves from false allegations.

- Staff will discuss and take advice promptly from the More Training Managers about any incident or behaviour that may give rise to concern.
- Any allegations or suspicions of abuse will be reported and acted upon immediately.

## **5. Definition of Abuse**

- 5.1. Abuse is mistreatment by any other person that violates a person's human and civil rights. Abuse can vary from treating someone with disrespect in a way that significantly affects the person's quality of life to causing actual physical or mental suffering.
- 5.2. Somebody may abuse or neglect a young person by inflicting harm or by failing to act to prevent harm. They may be abused by a family member or in an institutional, educational or community setting by those known to them or by others unknown to them (e.g. via the internet).
- 5.3. Abuse can take place on a face-to-face basis, indirectly via the internet or via emails and instant messaging.

## **6. Procedure if abuse is suspected**

- 6.1. Any member of staff must report immediately to the appropriate More Training Manager if they:
- 6.1.1. suspect that a child, young person, or vulnerable adult has been, or is at the risk of being abused; or
  - 6.1.2. have had a disclosure made to them; or
  - 6.1.3. have received a complaint from a member of the public relating to a safeguarding issue; or
  - 6.1.4. are concerned about the actions of an individual; or
  - 6.1.5. have had a direct allegation made against them.

## **7. Procedure if abuse is alleged**

- 7.1. If a member of More Training staff has a case of suspected abuse disclosed to them, they must:
- 7.1.1. React in a calm but concerned way.
  - 7.1.2. Tell the person that they are right to share what has happened.
  - 7.1.3. Allow the person to tell you at their own pace.
  - 7.1.4. Take what the person says seriously.
  - 7.1.5. Keep questions to an absolute minimum, only using them to clarify what the person is saying.
  - 7.1.6. Do not interrogate.
  - 7.1.7. Do not use leading questions.
  - 7.1.8. Do not interrupt the person.
  - 7.1.9. Do not allow your surprise, shock, anger distaste, dismay or any other emotion to show.
  - 7.1.10. Reassure the person that the problem can be dealt with.
  - 7.1.11. Do not give any assurances of confidentiality but reassure the person that the information will only be passed onto people who need to know.
  - 7.1.12. Make a full record of what is alleged to have happened.
- 7.2. A full record of the alleged event must be made that includes:
- 7.2.1. A verbatim record of the disclosure (this may be used later in a criminal trial and it is vital that it is recorded as accurately as possible). It should be drafted in the vulnerable person's words and should not include the assumptions of others.
  - 7.2.2. The nature of the allegation or concern.
  - 7.2.3. A description of any visible physical injuries (do not remove clothing to inspect injuries).

7.2.4. Any dates, times, places or other useful information.

7.2.5. Pass the report to the More Training General Manager who will evaluate the allegations and inform the relevant authorities. More Training management will NOT investigate the allegation.

## **8. Complaints**

8.1. More Training will seek to provide a supportive environment for those who make claims of discrimination or harassment and this is detailed in full in the staff Grievance policy, the complaints procedures for candidates and visitors.

## **9. Enhanced DBS Checks**

9.1. Where there is a contractual or other requirement, More Training will carry out Enhanced Disclosure and Barring Service (DBS) checks (formerly "CRB") on members of staff employed to deliver said contract. This may be reviewed and varied from time to time.

9.2. This policy has been impact assessed to ensure that it does not adversely affect staff on the grounds of their disability, gender or race.

## **10. Promoting good practice**

10.1. Be someone who young people can turn to and this means conveying that you are open and fully prepared to listen, however inconvenient this may be.

10.2. Ensure that you are up-to-date with all available safeguarding training.

10.3. Understand your own organisation's procedures and are ready to follow them immediately if you have any concerns or receive a disclosure.

10.4. Be aware of your learners' behaviours as well as that of your colleagues and your own behaviour.

10.5. If someone makes an allegation about you report it to the General Manager at once.

## **11. Relevant Legislation**

Disability Discrimination Act 1995

Disability Discrimination Act 1995 (Amendment) Regulations 2003 Disability Equality Duty

Employment Equality Act 2006

Employment Equality (Age) Regulations 2006

Employment Equality (Sex Discrimination) Regulations 2005

Employment Equality (Sexual Orientation) Regulations 2003

Employment Relations Act 1999

Employment Rights Act 1996

Equality (Religion or Belief) Regulations 2003

Equal Pay Act 1970

Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002

Gender Equality Duty

Gender Recognition Act 2004

Human Rights Act 1998

Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

Protection from Harassment Act 1997

Race Relations (Amendment) Act 2000

Race Relations Act 1976 (Amendment) Regulations 2003

Sex Discrimination Act 1975

Sex Discrimination (Gender Reassignment) Regulations 1999

Special Educational Needs und Disability Act 2001

**POL 015**  
**Safeguarding Vulnerable**  
**Adults Policy**

**Unless there are any changes this policy will be reviewed annually at the end of the academic year (1<sup>st</sup> Aug – 31<sup>st</sup> Jul) by the Owner.**