

Trinity School and College



## **SAFEGUARDING VULNERABLE ADULTS POLICY**

*This document is to be read in conjunction with the Trinity School and College Safeguarding Policy.*

*Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.*

*This policy promotes Article 3: the best interests of the child must be a top priority; Article 19: protection from violence, abuse, neglect and mistreatment; Article 24: the right to the best possible health; Article 34: protection from sexual abuse and exploitation; Article 36: protection from all forms of exploitation.*

**September 2021**

The purpose of this policy is to outline the duty and responsibility of staff, volunteers and directors working on behalf of Trinity School and College in relation to Safeguarding Vulnerable Adults. Trinity School and College recognises that the difficulties experienced by many of its students make them particularly vulnerable to manipulation, coercion, exploitation and abuse. In particular, Trinity School and College recognises the increased risk of all its students to grooming by criminal or extremist groups however this risk increases further for Care Leavers who make up our most vulnerable student group.

Trinity believes that all adults have the right to be safe from harm and must be able to live free from fear of abuse, neglect and exploitation. Trinity has a policy of Zero-Tolerance of abuse within our organisation.

***“Abuse is a violation of an individual’s human and civil rights by any other person or person’s”***

Kent and Medway Safeguarding Vulnerable Adults

This Policy must be read in conjunction with policies and procedures:

- LAC
- Inclusion
- Safeguarding
- Health, Safety and Welfare
- Peer on Peer / Child on Child
- Incident
- Behaviour
- Student specific risk assessment and lone working policy
- Admissions
- Extremism and radicalisation
- Confidentiality
- Disciplinary and Grievance
- GDPR
- Safer Recruitment
- Complaints
- Keeping Records Safe
- Risk Assessment
- Self Harm

## **POLICY OBJECTIVES**

To explain the responsibilities, the organisation and its staff, volunteers and directors have in respect of vulnerable adult protection.

To provide staff with an overview of vulnerable adult protection

To provide a clear procedure that will be implemented where vulnerable adult protection issues arise

To provide access to information about how to gain safety from abuse and violence

## **CONTEXT**

For the purpose of this policy 'adult' means a person aged 18 years or over.

### **What do we mean by abuse?**

Abuse of a vulnerable adult may consist of a single act or repeated acts. It may occur as a result of a failure to undertake action or appropriate care tasks. It may be an act of neglect or an omission to act, or it may occur where a vulnerable person is persuaded to enter into a financial or sexual transaction to which they have not, or cannot, consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the individual

Concerns about abuse may be raised and reported to the social services agency as a result of a single incident or repeated incidents of abuse. However, for some students the issues of abuse relate to neglect and poor standards of care. They are ongoing and if ignored may result in a severe deterioration in both physical and mental health and even death

Anyone who has concerns about poor care standards and neglect in a care setting may raise these within the service, with the regulatory body and/or with the social services agency.

Where these concerns relate to a vulnerable adult living in their own home, with family or with informal carers they must be reported to the social services agency. These reports must be addressed through the adult protection process and a risk assessment must be undertaken to determine an appropriate response to reduce or remove the risk.

### **Who is included under the heading 'vulnerable adult?'**

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'. (Definition from 'No Secrets' January 2015 Department of Health)

This could include people with learning disabilities, mental health problems, older people and people with a physical disability or impairment. It is important to include people whose condition and subsequent vulnerability fluctuates. It may include an individual who may be vulnerable as a consequence of their role as a carer in relation to any of the above.

It may also include victims of domestic abuse, hate crime and anti-social abuse behaviour. The persons' need for additional support to protect themselves may be increased when complicated by additional factors, such as, physical frailty or chronic illnesses, sensory impairment, challenging behaviour, drug or alcohol problems, social or emotional problems, poverty or homelessness.

Many vulnerable adults may not realise that they are being abused. For instance a vulnerable young adult, accepting that they are dependent on their family, may feel that they must tolerate losing control of their finances or their physical environment. They may be reluctant to assert themselves for fear of upsetting their parents / carers or making the situation worse.

It is important to consider the meaning of 'Significant Harm'. The Law Commission, in its consultation document 'Who Decides,' issued in Dec 1997 suggested that; 'harm' must be taken to include not only ill treatment (including sexual abuse and forms of ill treatment which are not physical), but also 'the impairment of, or an avoidable deterioration in, physical or mental health; and the impairment of physical, intellectual, emotional, social or behavioural development'.

## **LEGAL FRAMEWORK**

[Kent and Medway Multi-Agency Adult Protection Policy, Protocols and Guidance \(May 2005\)](#)

[Human Rights Act 1998, the Mental Capacity Act 2005 \(updated 2014\) and Public Interest Disclosure Act 2013](#)

[Data Protection Act 2018, General Data Protection Regulation, Freedom of Information Act 2000, Safeguarding Vulnerable Groups Act 2006, Deprivation of Liberty Safeguards, Code of Practice 2008](#)

The Mental Capacity Act 2005 (updated 2014), covering England and Wales, provides a statutory framework for people who lack capacity to make decisions for themselves, or who have capacity and want to make preparations for a time when they may lack capacity in the future. It sets out who can take decisions, in which situations, and how they must go about this

The Human Rights Act 1998 gives legal effect in the UK to the fundamental rights and freedoms contained in the European Convention on Human Rights (ECHR).

The Public Interest Disclosure Act 2013 (PIDA) created a framework for whistle blowing across the private, public and voluntary sectors. The Act provides almost every individual in the workplace with protection from victimisation where they raise genuine concerns about malpractice in accordance with the Act's provisions.

## **THE ROLE OF STAFF, VOLUNTEERS AND DIRECTORS**

All staff, volunteers and Directors working on behalf of the organisation have a duty to promote the welfare and safety of vulnerable adults.

Staff, volunteers and Directors may receive disclosures of abuse and observe vulnerable adults who are at risk. This policy will enable staff/volunteers to make informed and confident responses to specific adult protection issues.

## **TYPES OF ABUSE**

Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent

Abuse can occur in any relationship and it may result in significant harm to, or exploitation of, the person subjected to it.

The Department of Health in its 'No Secrets' 2015 suggests the following as the main types of abuse:

**Physical abuse** - including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.

**Sexual abuse** - including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressured into consenting.

**Psychological or Emotional abuse** - threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

**Financial or material abuse** - including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

**Neglect and acts of omission** - including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

**Discriminatory abuse** - including race, sex, culture, religion, politics, that is based on a persons disability, age or sexuality and other forms of harassment, slurs or similar treatment, hate crime.

**Institutional abuse** - Institutional abuse although not a separate category of abuse in itself, requires specific mention simply to highlight that adults placed in any kind of care home or day care establishment are potentially vulnerable to abuse and exploitation. This can be especially so when care standards and practices fall below an acceptable level as detailed in the contract specification.

**Multiple forms of abuse** - Multiple forms of abuse may occur in an ongoing relationship or an abusive service setting to one person, or to more than one person at a time, making it important to look beyond single incidents or breaches in standards, to underlying dynamics and patterns of harm. Any or all of these types of abuse may be perpetrated as the result of deliberate intent and targeting of vulnerable people, negligence or ignorance.

**Extremism and Radicalisation** – this is abuse where young people who do not actively seek out information but are exposed to extremist actions views or materials of others within any community. Graphic symbols writing or artwork promoting extremist messages or a-images; extremist materials online can all negatively influence vulnerable young people.

**Grooming/ County Lines/ Gangs** – is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. This may include grooming the child or vulnerable young person.

### **Child on Child sexual violence and sexual harassment**

At Trinity, there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children and young people.

Sexual violence and sexual harassment can occur between two children or young people of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children and young people sexually assaulting or sexually harassing a single child or group of children or young people. Sexual violence and sexual harassment exist on a continuum and may overlap; they

can occur online and face to face (both physically and verbally) and are never acceptable. (See also Rape Culture)

Children and young people who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. The impact of experiencing sexual violence and sexual harassment can be significant and long lasting. Victims may require a package of support over time which is reassessed and adapted as the victim matures and needs change.

All victims must be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Students can use the following addresses to report concerns rather than speak to members of staff face to face if they prefer:

[safeguarding@trinityschoolrochester.co.uk](mailto:safeguarding@trinityschoolrochester.co.uk)

[bullying@trinityschoolrochester.co.uk](mailto:bullying@trinityschoolrochester.co.uk)

Similarly, perpetrators of sexual violence and sexual harassment must not be seen simply as perpetrators. It is likely that a child or young person who abuses a peer may be being abused or exploited themselves. As with all safeguarding cases, the wider context and possibility of extra familial harm must be assessed.

Trinity's Peer on Peer / Child on Child Abuse, Child Protection and Behaviour policy must be read in conjunction with this policy as well as government guidance [Sexual Violence and Sexual Harassment between children in schools and colleges](#).

As stated within Trinity's Peer on Peer / Child on Child Abuse Policy, the management of reports of sexual violence and sexual harassment is likely to involve an assessment of risk of future harm, consultation and referral with safeguarding partners including the Police and may invoke a response in line with Trinity's behaviour Policy.

All staff have a responsibility to report any concerns about sexual violence, sexual harassment or peer on peer abuse they have witnessed, heard students or staff talking about or any situations where they suspect abuse has taken place. Staff must not assume that other members of staff will have reported the issue. All staff have a responsibility as education professionals in a position of trust and in line with the staff code of conduct to model appropriate behaviours and attitudes in the workplace and within their personal lives.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to social care may be appropriate. If a report is shown to be deliberately invented or malicious, Trinity will consider whether any disciplinary action is appropriate against the individual who made it in line with the behaviour policy

## **Rape Culture**

Trinity School and College recognises the term Rape Culture as an environment in which rape is prevalent and in which sexual violence against women is normalised and excused in the media and popular culture. Trinity School and College recognise that Rape Culture is perpetuated through the use of misogynistic language, the objectification of women's bodies, and the glamorisation of sexual violence, thereby creating a society that disregards women's rights and safety.

Trinity School and College will not tolerate any behaviour which is deemed to promote Rape Culture and will take action against it inline with the Behavioural Policy. This action is also likely to include steps, as set out in the Peer on Peer/ Child on Child Policy such as; safety plans, referrals to local safeguarding partnerships, the Police and any other associated safeguarding responses which are appropriate to the individual case. Appropriate safeguarding responses will include responses both for the individual who has experienced and reported Rape Culture and for the individual who has displayed behaviours which are identified as those of Rape Culture.

Trinity School and College recognises those who have experienced Rape Culture may require ongoing emotional wellbeing and mental health support and that these needs may change or emerge as the individual matures. Trinity School and College will ensure emotional wellbeing and mental health support is in place, which may include seeking a referral to support services such as CAMHS/NELFT, Family Matters or the NSPCC for example.

The NSPCC Rape Culture advice and support line can be used to access support for those who have experienced Rape Culture as well as to access advice for professionals.

**Dedicated NSPCC helpline 0800 136 663**

Trinity School and College actively seeks to educate against Rape Culture through Sex and Relationships Curriculum content as detailed in the Relationships and Sex Education Policy.

It is an expectation that all staff identify and report all incidents, or suspected incidents, which could be classified as part of Rape Culture to the safeguarding team immediately. Should a member of staff have reason to believe or feel that their report has not been acted upon, it is an expectation that the member of staff escalates the issue to the Safeguarding and LAC Manager, Executive headteacher or follow the whistleblowing procedure as appropriate. It is an expectation, discussed within the Staff Code of Conduct, that all staff behave in such a way whereby they act as role models for students through their behaviour, interactions with staff and students alike and through the promotion of a safe and respectful Trinity learning community.

All staff have completed Rape Culture awareness training in April 2021 and completed a questionnaire as evidence of understanding.

All students have access [safeguarding@trinityschoolrochester.co.uk](mailto:safeguarding@trinityschoolrochester.co.uk) and [wellbeing@trinityschoolrochester.co.uk](mailto:wellbeing@trinityschoolrochester.co.uk) and are able to use this to access help and support or to report issues or concerns they may have.

**Domestic abuse** - (Home Office definition) 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are, or have been intimate partners or family members, regardless of gender or sexuality.'

(Women's Aid Definition) 'Domestic violence is physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship and that forms a pattern of coercive and controlling behaviour. This can also include forced marriage and so-called "honour crimes". Domestic violence may include a range of abusive behaviours, not all of which are in themselves inherently "violent".

Most research suggests that domestic violence occurs in all sections of society irrespective of race, culture, nationality, religion, sexuality, disability, age, class or education level.

Both definitions would therefore also include incidents where extended family members may condone or share in the pattern of abuse e.g. forced marriage, femal genital mutilation and crimes rationalised as punishing women for bringing 'dishonour' to the family.

It is important to recognise that Vulnerable Adults may be the victims of domestic abuse themselves or be affected by it occurring within their household. This is likely to have a serious effect on their physical and mental wellbeing.

Where Vulnerable Adults are victims of Domestic Abuse, they may need extra support to plan their future. The violence or threat of violence may continue after a victim has separated from the abuser. It is important to ensure that all the vulnerable people in this situation have appropriate support to enable them to maintain their personal safety.

Further information regarding topical safeguarding issues and other types of abuse can be found within Trinity's Safeguarding Policy.

## **CHILDREN**

It is essential that the needs of any children within an abusive or domestic violence situation where there is a vulnerable adult involved are considered and acted upon. If there are any concerns of this nature, these concerns must be reported to the Safeguarding and LAC Manager immediately or reported to the appropriate Children's Safeguarding Partnership

## **National emergencies and national or global health crisis**

During national emergencies, vulnerable adults may be in particular need of support should care givers become unwell and unable to provide support. Some vulnerable adults will struggle to separate facts from fear and may as a result be unable to keep

themselves safe. All staff must be alert to this risk and report any concerns regarding a deterioration in physical or mental health as a result. Staff must be alert to the additional stress and anxiety a national or global emergency may place on vulnerable young adults and report any concerns regarding increasing self neglect or the inability to make appropriate judgements to maintain their health within government agreed guidelines. Normal sources of support from external professionals and carers may be disrupted for young adults during national emergencies. Where service disruption occurs, the Designated Safeguarding Lead must be alerted who will discuss whether there is any additional support Trinity may be able to provide. Where appropriate, a referral to Adult Services may be appropriate.

During national emergencies and national or global health crisis, vulnerable young adults may be targeted by fraudsters who may seek to exploit the vulnerabilities and anxieties of the young adult into persuading them to pay for services, 'cures' or 'preventative' equipment or offer other services a vulnerable adult could be coerced into taking. Staff should be alert to the vulnerability of young adults to financial abuse and attempted fraud.

Staff should make students aware of facts around any national or global emergency and be open and honest when answering questions. Signposting to sources of genuine information and advice may be appropriate as well as frequent and open communication with the student's home, trusted adult and support network.

Where young adult's behaviour, anxiety, physical or mental health place them at increased risk during a national or global emergency, a risk assessment will be undertaken by the safeguarding and senior leadership team. The outcome of this risk assessment procedure will be shared with the student and trusted adult as appropriate. This may result in additional support being requested for the student or discussions about the most appropriate place for the student to be supported in their studies. The voice, wishes and feelings of the student will always be requested and considered within the risk assessment process.

## **PROCEDURE IN THE EVENT OF A DISCLOSURE**

It is important that vulnerable adults are protected from abuse. All complaints, allegations or suspicions must be taken seriously.

This procedure must be followed whenever an allegation of abuse is made or when there is a suspicion that a vulnerable adult has been abused.

Promises of confidentiality must not be given as this may conflict with the need to ensure the safety and welfare of the individual.

A full record shall be made as soon as possible of the nature of the allegation and any other relevant information.

This must include information in relation to the date, the time, the place where the alleged abuse happened, your name and the names of others present, the name of

the complainant and, where different, the name of the adult who has allegedly been abused, the nature of the alleged abuse, a description of any injuries observed, the account which has been given of the allegation.

## **RESPONDING TO AN ALLEGATION**

Any suspicion, allegation or incident of abuse must be reported to the Designated Adult Safeguarding Lead and Safeguarding and LAC Manager immediately. Reports should be submitted on the CPOMS system where it will be actioned by the named professionals.

The nominated member of staff shall telephone and report the matter to the appropriate local adult social services duty social worker or complete an online referral as appropriate to the procedures of the students given Local Authority. Concerns must be raised with the local adult services where the student lives and not the local adult services where the college is located. The designated person will ensure an up to date record of all actions are maintained and that the student's views are recorded within this record. Any referral or telephone call made to the relevant local authority adult social services department must be chased up if no response has been received within 24 hours.

Where a member of staff feels that the designated person has not taken action on the staff members concerned, they should speak with the safeguarding panel. If the staff member is still not satisfied that appropriate action has been taken, they must report the concern held to adult social services.

## **RESPONDING APPROPRIATELY TO AN ALLEGATION OF ABUSE**

In the event of an incident or disclosure:

### **DO**

- Make sure the individual is safe
- Assess whether emergency services are required and if needed call them
- Listen
- Offer support and reassurance
- Ascertain and establish the basic facts
- Make careful notes and obtain agreement on them
- Ensure notation of dates, time and persons present are correct and agreed
- Take all necessary precautions to preserve forensic evidence
- Follow correct procedure
- Explain areas of confidentiality; immediately speak to your manager for support and guidance
- Explain the procedure to the individual making the allegation
- Remember the need for ongoing support.

## **DON'T**

- Confront the alleged abuser
- Be judgmental or voice your own opinion
- Be dismissive of the concern
- Investigate or interview beyond that which is necessary to establish the basic facts
- Disturb or destroy possible forensic evidence
- Consult with persons not directly involved with the situation
- Ask leading questions
- Assume Information
- Make promises
- Ignore the allegation
- Elaborate in your notes
- Panic

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. This is a task for the professional adult protection agencies, following a referral from the designated Vulnerable Adult Safeguarding Lead or LAC and Safeguarding Manager.

## **SAFEGUARDING PROCEDURES**

Trinity operate multi-agency Alert, Referral, Decision, Review, Recording and Monitoring stages. After a disclosure or allegation has been made to a member of staff the expectation is to immediately “Alert” the Senior Designated Safeguarding Professional who will make the decision whether a “Referral” needs to be made. If a referral is made the Senior Designated Safeguarding Professional will then be told of the “Decision” and to record this in the individuals safeguarding file.

It is the responsibility of all the staff and the Senior Designated Safeguarding Professional to “Review, Record and Monitor” any ongoing safeguarding concerns and the welfare of all adults in line with the principle outlined in the Safeguarding Policy and this policy.

## **CONFIDENTIALITY**

Vulnerable adult protection raises issues of confidentiality which must be clearly understood by all.

Staff, volunteers and directors have a professional responsibility to share relevant information about the protection of vulnerable adults with other professionals, particularly investigative agencies and adult social services.

Clear boundaries of confidentiality will be communicated to all.

All personal information regarding a vulnerable adult will be kept confidential. All written records will be kept in a secure area for a specific time as identified in data protection guidelines. Records will only record details required in the initial contact form.

If an adult confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the adult sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies.

Within that context, the adult must, however, be assured that the matter will be disclosed only to people who need to know about it.

Where possible, consent must be obtained from the adult before sharing personal information with third parties. In some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the vulnerable adult is the priority.

Where a disclosure has been made, staff must let the adult know the position regarding their role and what action they will have to take as a result.

Staff must assure the adult that they will keep them informed of any action to be taken and why. The adults' involvement in the process of sharing information must be fully considered and their wishes and feelings taken into account.

## **THE ROLE OF KEY INDIVIDUAL AGENCIES**

### **Adult Social Services**

The Department of Health's 'No secrets' guidance document requires that authorities develop a local framework within which all responsible agencies work together to ensure a coherent policy for the protection of vulnerable adults at risk of abuse.

All local authorities have a Safeguarding Adults Board, which oversees multi-agency work aimed at protecting and safeguarding vulnerable adults. It is normal practice for the board to comprise of people from partner organisations who have the ability to influence decision making and resource allocation within their organisation.

### **The Police**

The Police play a vital role in Safeguarding Adults with cases involving alleged criminal acts. It becomes the responsibility of the police to investigate allegations of crime by preserving and gathering evidence. Where a crime is identified, the police will be the lead agency and they will direct investigations in line with legal and other procedural protocols.

## **ROLE OF DESIGNATED VULNERABLE ADULT PROTECTION OFFICER**

The role of the designated officer is to deal with all instances involving adult protection that arise within the organisation. They will respond to all vulnerable adult protection concerns and enquiries.

Paula Brett and Jackie Woolmer act as the Designated Adult Safeguarding Leads within the college with the support of Chloe Boyle, Trainee Safeguarding and LAC Coordinator.

Should you have any suspicions or concerns relating to Adult Protection, refer to the School and College Safeguarding Policy which is the overarching safeguarding Policy for Trinity. Please also consult the Whistle blowing Policy as appropriate.

### Trinity School and College Safeguarding Professionals

Cavendish Safeguarding Director	Stephen Aiano	Cavendish Director
Designated Safeguarding Leads	Paula Brett	Safeguarding and LAC Manager, DLACT
	Jackie Woolmer	Deputy Safeguarding and LAC Manager
	Chloe Boyle	Safeguarding and LAC Coordinator
Safeguarding DSL trained staff	Joanne Baker	Interim Headteacher School and College
	Thomas Furnell	Head of College
	Georgina Moorcroft	Head of School
	Kieren Martin	Deputy Head - School
	Hayley Furnell	Deputy Head - College
	Lynne Healy	Safeguarding Administrator
	Susan David	Assistant Deputy Head - School
	Kelly Bates	Assistant Deputy Head - College
	Michelle Male	Emotional Wellbeing Assistant - College
Safeguarding Panel	Paula Brett	Safeguarding and LAC Manager, DLACT
	Joanne Baker	Interim Headteacher School and College
	Georgina Moorcroft	Head of School

Operation Encompass Key Adult	Paula Brett Jackie Woolmer Michelle Male Chloe Boyle
Safeguarding Vulnerable adults specialist	Georgina Moorcroft
Safeguarding ICT support and guidance	Peter Morley

NSPCC Graded Care Profile 2: Safeguarding trainer Certification	Georgina Moorcroft
NSPCC Graded Care Profile 2: Licensed Practitioners	Paula Brett Jackie Woolmer
Advanced Team Teach Professionals	Thomas Furnell Kieren Martin

## **Role of Senior Designated Adult Safeguarding Lead and Designated Adult Safeguarding Lead**

The role of the Senior Designated Adult Safeguarding Lead and Deputy Designated Adult Safeguarding Lead, is to support the member of staff or volunteer involved with the incident and to ensure the correct procedures are followed.

The Senior Designated Adult Safeguarding Lead and Deputy Designated Safeguarding Lead, must ensure that all staff within their team are familiar with the organisation's safeguarding procedures and ensure that all staff undertakes training, where appropriate. This includes highlighting to the LAC and Safeguarding manager where individual staff need additional support and training.

### **Training**

Training will be provided, as appropriate, to ensure that staff are aware of these procedures. Specialist training will be provided for the member of staff with vulnerable adult protection responsibilities which may include training within Trinity or by external providers. All staff who work with vulnerable young adults are expected to complete all Educare courses relating to the safeguarding of vulnerable young adults. Please see main safeguarding Policy for further information regarding workforce development.

### **Complaints procedure**

The organisation has a complaints procedure available to all staff and volunteers. A paper or digital copy can be requested by emailing [office@trinityschoolrochester.co.uk](mailto:office@trinityschoolrochester.co.uk). The policy is also available to view as a hardcopy in the College office.

### **Recruitment procedure**

The organisation operates procedures that take account of the need to safeguard and promote the welfare of vulnerable adults, including arrangements for appropriate checks on new staff and volunteers where applicable.

## **REFERENCES, INTERNET LINKS, GUIDANCE AND FURTHER SOURCES OF INFORMATION**

Safer Practice, Safer Learning

[http://shop.niace.org.uk/media/catalog/product/S/a/SaferPractice\\_1.pdf](http://shop.niace.org.uk/media/catalog/product/S/a/SaferPractice_1.pdf)

'No Secrets' report

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/194272/No\\_secrets\\_guidance\\_on\\_developing\\_and\\_implementing\\_multi-agency\\_policies\\_and\\_procedures\\_to\\_protect\\_vulnerable\\_adults\\_from\\_abuse.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194272/No_secrets_guidance_on_developing_and_implementing_multi-agency_policies_and_procedures_to_protect_vulnerable_adults_from_abuse.pdf)

The first national policy developed for the protection of vulnerable adults, for use by all health and social care organisations and the police. It introduced guidance around local multi-agency arrangements and was issued under Section 7 of the Local Authority Social Services Act 1970. Its implementation is led by local authorities with social services responsibilities.

[http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Dearcolleagueletters/DH\\_4002849](http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Dearcolleagueletters/DH_4002849)

Safeguarding Adults

<https://www.adass.org.uk/adassmedia/stories/publications/guidance/safeguarding.pdf>

Action on Elder Abuse (AEA) is a charity working to protect, and prevent the abuse of, vulnerable older adults.

<http://www.elderabuse.org.uk>

The Centre for Policy on Ageing was established in 1947 by the Nuffield Foundation with a remit to focus on the wide-ranging needs of older people

<http://www.cpa.org.uk/index.html>

Kent Council Adult Social care 24 hours a day 7 days a week, Report Abuse 03000 416161 email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)

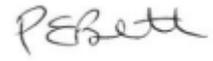
*In conjunction with Safer Practice, safer learning guidance quality framework for protecting vulnerable adults from abuse and neglect*

**TRINITY SCHOOL AND COLLEGE :**  
**Safeguarding Vulnerable Adults in Self Evaluation Form**

<b>Statement</b>	<b>Evidence</b>
Trinity has a commitment to working with existing local safeguarding or	<i>Safeguarding, Child Protection and Safeguarding Vulnerable Adults Policy</i>

adult Safeguarding Boards and other health and social care partnerships.	
Trinity has clear lines of accountability within the senior leadership and Directorship. Responsibility is identified in the Safeguarding Policy.	<i>Safeguarding, Child Protection and Safeguarding Vulnerable Adults Policy Staff Handbook Staff Induction and Training</i>
The Senior Designated Safeguarding Professionals all work within the Senior Leadership Team and are also trained DSLs	<i>Safeguarding Training and Development Certification Development and Focus Diary</i>
Trinity has a clear statement on its values and beliefs in relation to individual rights to freedom from abuse and harm.	<i>Safeguarding, Child Protection, Safeguarding Vulnerable Adults Policies Staff Handbook and Appendix Behaviour, Anti Bullying, Equality &amp; Diversity and Inclusion Policy UNICEF Rights Respecting Schools Award Application</i>
Trinity has an expectation that all staff, students, parents, carers and visitors respect and follow all Safeguarding Policies and Procedures	<i>Visitors Badges Safeguarding Certification in Office Safeguarding Training and Development Safeguarding suite of policies Staff Handbook</i>
There is a clear statement for all learners and staff to have zero tolerance of abuse and other harmful behaviours. All staff understand the raising of concerns and reporting of incidences to the SDSP	<i>Exclusion Record Safeguarding suite of Policies Staff Handbook</i>
Trinity demonstrates their commitment to good quality processes in recruitment and vetting of new staff.	<i>Personnel Files Safer Recruitment Policy Staff Handbook Personnel Files Single Central Record DBS update service</i>
Trinity has a comprehensive induction and probationary period. Trinity has a commitment to the ongoing CPD of all staff and has Training Centre	<i>Trinity Training Development and Focus Diary Personnel Files</i>
Trinity works with Volunteers who have access to the Staff Handbook and all the training and development opportunities of paid staff	<i>Staff Handbook SCR</i>
The commitment to training is evident throughout Trinity, within personal timetables for staff, the Development and Focus Diary, the Trinity Training Schedule of Study. Online and	<i>Personnel Files Development and Focus Diary Policies Staff Handbook</i>

external providers of training are used to support Trinity Training.	
All Safeguarding Information is held within the School Safeguarding Office or College Safeguarding Office where paper copies exist or within CPOMS. Policies are also available on the staff intranet as well as on the Trinity website	<i>Safeguarding Files</i> <a href="http://www.trinityschoolrochester.co.uk">www.trinityschoolrochester.co.uk</a>
There is a clear communication system for raising issues of cause for concern and Trinity incident forms. There is an Allegations against Staff Policy within the Staff Handbook. Boards are presented within the School and College for Safeguarding, and Safeguarding information folders are to hand in the staffroom.	<i>CPOMS Documentation</i> <i>Trinity Incident Documentation</i> <i>Staffroom</i> <i>Staff Handbooks</i> <i>Safeguarding Boards</i>
Trinity has two email accounts to support learners having immediate access to the Emotional Wellbeing Team and reporting Incidents or Concerns.	<a href="mailto:Bullying@trinityschoolrochester.co.uk">Bullying@trinityschoolrochester.co.uk</a> <a href="mailto:Wellbeing@trinityschoolrochester.co.uk">Wellbeing@trinityschoolrochester.co.uk</a>
Trinity is committed to the rights and responsibilities of all individuals who work and learn at the School and College. The school and college Curriculum for Life Framework together with the ASDAN Bronze, Silver and Gold Award, Certificate of Personal Effectiveness, Wider Key Skills of Working with Others and the Personal and Social Development Course all provide accreditation the teaching and learning of Safeguarding, Rights and Responsibilities of Young People and Vulnerable Adults.	<i>Bullying at Work Policy</i> <i>Equality and Diversity Policy</i> <i>Inclusion</i> <i>Application to the UNICEF Rights Respecting Schools Award</i> <i>ASDAN accreditation Programmes</i>
Safeguarding is part of the initial programme of work for all subject areas such as ICT Online Safety, Employability, Health and Safety, Rights and Responsibilities as well as being a significant aspect of the Wider Key Skills, Certificate of Personal Effectiveness, Curriculum for Life and the Personal and Social Development frameworks.	<i>Subject Frameworks</i>



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**Thomas Furnell. Head of College**

**Date: September 2021**

**Review Date: September 2022**

**Reviewed: May 2022**