

# Safeguarding and Prevent Policy and Procedures v9.1

Version	Date	Policy Author(s)	Review Date
Version 8	02/02/24	Kerri Burns	August 2024
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Version 9	02/09/24	Kerri Burns / Daniel Gardiner	August 2025
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Version	Page No.	Paragraph / Bullet	Changes
Version 9	2, 13 2 2, 3 3 4 - 13		Safeguarding team updated Keeping Children Safe In Education – link updated Reworded and merged purpose of policy Added Home Office Prevent Awareness Training link to be completed as part of EIAG Full review of document. Repetitions removed, BSL changed to ESL, document made more concise.
Version 9.1	2  2  3  4  4  8  12  14 – 15  16	Purpose  Commitment to Standards  Our Approach  What to do  Accusations against Staff  Relevant linked policies  Appendix 1  Appendix 3  Appendix 4	Changed all references to 'vulnerable' adult' to 'At Risk' adults. Title changed to Purpose and Statement of Intent and minor change to wording.  Added: The Care Act 2014, Care and Support Statutory Guidance (updated 2022), The Mental Capacity (amendment Act (2019).  Expanded wording in 2 <sup>nd</sup> para. Added wording about where training records are located. Added text about referrals.  Changed reporting line the AKG Country Manager.  Added EDI Complaints and Acceptable Use of IT Policies and details of where to find the policies.  Added Care Leavers to final section.  New Appendix 3 – Definitions relating to the Safeguarding of At Risk Adults. Safeguarding Monitoring Form is now Appendix 4.
Version 9.2	3,8  19,20	Bullet – Prevent Champion  Appendix 4	Removal of Peter Dignam  Updated Monitoring form added

Signed:  
Printed Name:

  
Debbie Gardiner MBE

Date: 4<sup>th</sup> October 2024  
Job Title: Managing Director

## Purpose and Statement of Intent

AKG Learning is dedicated to safeguarding and promoting the welfare of all apprentices and learners, ensuring they can access our services, premises and facilities without fear of harm and are protected from mistreatment and abuse. This policy encompasses safeguarding, the Prevent Duty, and other relevant concerns, adopting a whole-organisation approach, including employees, contractors and volunteers.

## Safeguarding and Prevent Leadership Team

- Designated Safeguarding Lead (DSL): Kerri Burns, 07391 601 156, [kerri@learnplusus.co.uk](mailto:kerri@learnplusus.co.uk)
- Designated Deputy Safeguarding Lead (DDSL): Kerri Moss, 07742 446 939, [kerri.moss@learnplusus.co.uk](mailto:kerri.moss@learnplusus.co.uk)
- Designated Safeguarding Officer (DSO): Daniel Gardiner, 0208 444 4304 ext. 204, [daniel@learnplusus.co.uk](mailto:daniel@learnplusus.co.uk)
- Designated Safeguarding Officer (DSO): Diane Burgess, 07734 240 640, [diane.burgess@learnplusus.co.uk](mailto:diane.burgess@learnplusus.co.uk)
- Executive Safeguarding Lead (ESL): Debbie Gardiner MBE, 07375 111 517, [Debbie@learnplusus.co.uk](mailto:Debbie@learnplusus.co.uk)

## Commitment to Standards

All staff are expected to uphold the highest standards in managing risk and actively protecting children, young people, and At Risk adults from discrimination and avoidable harm. This includes fulfilling their statutory duties under current legislation, including:

- Education and Training (Welfare of Children) Act 2021 - [Education and Training \(Welfare of Children\) Act 2021 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2021/12/section-1)
- Keeping Children Safe in Education (*DfE statutory guidance for schools and colleges*) 2024 - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (*HM Government*) 2023 - [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)
- What to do if you're worried about a child being abused (*HM Government*) March 2015 - [Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414812/what-to-do-if-youre-worried-about-a-child-being-abused.pdf)
- Prevent duty guidance: DfE for further education institutions in England and Wales 2023 - [Prevent duty guidance: for further education institutions in England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales)
- Section 26(1) of the Counterterrorism and Security Act 2015 – "A specified authority must, in the exercise of its functions, have due regard to the need to prevent people from being drawn into terrorism."
- Martyn's Law (2024) - <https://www.protectuk.police.uk/martyns-law>
- The Care Act 2014 - [Care Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/18/section-18)

- Care and Support Statutory Guidance (updated 2024) - [Care and support statutory guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/care-and-support-statutory-guidance)
- The Mental Capacity (amendment Act (2019) - [Mental Capacity \(Amendment\) Act 2019 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2019/12/section-1)

## Our Approach

Recognising that most of our learners are adults, some of whom may be At Risk, we have adopted a risk-based, proportionate approach to safeguarding and the Prevent Duty. This approach includes working with regulated work placements, particularly in childcare, to ensure they meet safeguarding requirements and build resilience against extreme narratives. The Safeguarding team use a 'heat map' risk based assessment to classify the level of risk and support the decision making regarding next steps and referrals. Some local authorities have implemented a similar approach and require all providers to use their system; this is the case in North Tyneside, who launched a new Safeguarding Decision Support Tool on 8<sup>th</sup> July 2024 - [Safeguarding+Decision+Support+Tool+\(Final+version+April+2024\).pdf \(squarespace.com\)](https://www.squarespace.com/Safeguarding+Decision+Support+Tool+(Final+version+April+2024).pdf). Similarly some Councils require providers to adopt their Safeguarding Policies, at AKG Learning we aim to align our policy to relevant legislation, best practice and relevance to our caseload and workforce. In some cases this may not fully align with a particular Council's policy, which we will refer to and adopt in the specific location. We are committed to utilising Making Safeguarding Personal Approach - [Making Safeguarding Personal Approach](#) in the Safeguarding of adults.

We promote and ensure commitment to this policy through regular staff meetings, safeguarding team discussions, staff, contractors and volunteer inductions, annual training, policy updates via our HR system (Breathe), case studies, sharing of relevant news, and through the induction and progress reviews of apprentices and learners. We also engage with employers, providing support and training to enhance their understanding of safeguarding and the Prevent Duty. Staff, contractors and volunteer safeguarding and Prevent Duty training is recorded on the Single Central Record (SCR). During the Employer Information, Advice and Guidance meeting the Employer Engagement Consultant will share the below link for the Home Office Prevent Awareness Training with the employer and encourage them to complete the training.

<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal#awareness-course>

## Scope

All staff at AKG Learning have a duty to comply with this Policy.  
This Safeguarding Policy covers:

- Learners aged 16 and 17

- Learners over 18 who may require community care services due to disability, age, or illness and who cannot protect themselves from harm
- All learners where there is a concern about the risk of being drawn into terrorist activity
- The provision of support to all learners to ensure their safety
- Adult learners considered to be At Risk

**What to do if you have a Welfare, Safeguarding or Prevent Duty Concern (ref. Appendices 1, 2 , 3 & 4)**

**1. Identify Concern:**

- A concern may arise from a disclosure, changes in a learner's appearance or behaviour, or witnessing a concerning incident.

**2. Immediate Action:**

- Inform a member of the Safeguarding Team immediately.
- Record the concern on the Safeguarding Monitoring Form and email it to [safeguarding@learnplusus.co.uk](mailto:safeguarding@learnplusus.co.uk) within 24 hours.

**3. Investigation:**

- The DSL will allocate a DSO within 12 hours to conduct a full investigation.
- The investigation should be completed within 24 hours, with findings documented in the Safeguarding Monitoring Form.

**4. Evaluation:**

- The DSL will evaluate the case to determine if further action, including referral to other agencies such as the ESFA, Healthfind, or local authorities is necessary.

**5. Monitoring:**

- The DSL and DSO will monitor ongoing cases and report to the Managing Director.

**A member of the Safeguarding team will escalate referrals to the correct organisation based on the age of the person of concern and where they live and / or work. The Safeguarding team hold a full list of contact details.**

**Accusations Against Staff:** If a staff member is accused, the concern must be reported to the Executive Safeguarding Lead (ESL) or, if the ESL is implicated, to AKG Country Manager (parent company). The ESL will lead the investigation, supported by the DSL and HR, and determine next steps.

**Prevent Duty:** AKG Learning supports the government's Prevent strategy, aimed at preventing terrorism by tackling the ideological causes, intervening early with those at risk, and rehabilitating those who have engaged in terrorism. Our safeguarding team regularly attends relevant Prevent training to ensure they can appropriately refer any concerns. We also collaborate with employers to implement strategies that safeguard learners from radicalization, integrating this into our apprenticeship curriculum.

**Martyn's Law:** In accordance with Martyn's Law, we ensure that our premises and activities are protected from terrorism by implementing appropriate mitigation measures. This includes staff training and clear procedures in the event of an attack, aligned with the new tiered model of preparedness based on the size and nature of activities at our locations.

### Channel (ref. Appendix 1)

Channel is the pre-criminal early prevention multi-agency process designed to safeguard At Risk people from being drawn into terrorist behaviour. Channel works in a similar way to existing safeguarding referrals. Channel interventions are delivered by local partners and specialist agencies and include a close individualised support package aligned to the family, mentoring, faith groups, sports and other groups.

AKG Learning refers to Prevent and Channel using the safeguarding referral process.

### Possible Signs of Radicalisation:

- Increasingly extreme views towards society or government policy.
- Downloading, viewing, or sharing extremist propaganda online.
- Becoming withdrawn and focused on one ideology.
- Growing intolerance of moderate views.
- Changes in appearance, health, or behaviour; possible isolation from family and peers.
- Expressing a desire to support or engage in extremist activities.

### County Lines and Cuckooing (ref. Appendix 1)

County Lines involves the exploitation of children and young adults by gangs for drug trafficking and other illegal activities across county borders. Victims are often recruited from large cities and sent long distances. At Risk individuals, including those with disabilities, may also be targeted in "cuckooing," where their homes are taken over as drug dealing hubs. If a learner or apprentice becomes unreachable or exhibits vulnerabilities, County Lines involvement should be considered and reported to the Designated Safeguarding Lead (DSL) and Executive Safeguarding Lead (ESL).

## **Staff Conduct and Reporting Abuse (ref. Appendix 2)**

Staff must maintain proper, professional relationships with learners and be vigilant about their own and others' conduct to avoid malicious or misplaced allegations. Concerns about unsafe practices by colleagues must be reported immediately.

Any suspicion, allegation, or safeguarding concern involving staff must be reported directly to the ESL. If the concern meets criteria outlined in *Keeping Children Safe in Education 2023*, the ESL must notify the Local Authority Designated Officer, the Board, and the Education and Skills Funding Agency (ESFA) on the same day. For concerns involving At Risk adults, the ESL must report to the Police or local Social Services. This applies to cases where the allegation is about another adult or child.

### **Managing False Allegations**

If an allegation is found to be malicious, the ESL will determine appropriate action, which may include disciplinary measures against the accuser, and any necessary support for the accused. Despite the distress caused, learners making false allegations may still continue their programme, but individual circumstances will be reviewed.

If the investigations have revealed any competency issues then, following disciplinary or capability procedures, support mechanisms or other professional support may be offered e.g. training, in line with the Company's procedures and processes

## **Safeguarding Roles and Responsibilities (ref. Appendix 2)**

***Executive Safeguarding Lead (ESL): Debbie Gardiner MBE, Managing Director.***

The ESL is the lead Board member for Safeguarding and the Prevent Duty. Responsibilities include the delivery of the annual report, updating the board of any serious incidents, supporting the DSL with policy and procedure reviews, ensuring compliance with DBS requirements, monitoring/managing the DSL activities and other support requirements. Additionally, the ESL is the first point of contact for accusations against members of staff.

***Designated Safeguarding Lead (DSL): Kerri Burns, Head of Quality***

- The DSL is the key person in the organisation and as such takes the lead role in Safeguarding and the Prevent Duty, ensuring the Company meets its statutory duties.

***Designated Deputy Safeguarding Lead (DDSL): Kerri Moss, Learning Support Tutor / Mental Health First Aider***

- The DDSL acts in the DSL's absence.

***Designated Safeguarding Officer (DSO): Daniel Gardiner, Senior Learner Engagement Specialist***

***Diane Burgess, Employability Skills Tutor***



- The DSO assists in investigations and reports safeguarding concerns to the DSL.

### **Angus Knight UK Safeguarding Group**

Purpose: to standardise and share knowledge and best practice across AKG UK. AKG Learning has three members:

- Debbie Gardiner MBE – Chairperson
- Kerri Burns – DSL

Minutes with actions and resources are securely stored on SharePoint with access only granted to group members.

### **Safer Recruitment:**

The HR Administrator ensures all new employees, contractors and volunteers undergo DBS checks and verifies their eligibility to work in the UK. Recruitment processes include thorough checks on candidates' backgrounds and qualifications, and adherence to safer recruitment policies. Please refer to the Safer Recruitment Policy for full details.

### **Staff Induction and Training**

All staff, contractors and volunteers must undergo safeguarding training during induction and participate in regular updates. Training covers how to handle disclosures, identify signs of abuse, and understand their responsibilities in safeguarding and Prevent Duty.

### **Confidentiality**

Staff must inform children or At Risk adults that disclosures will be shared with relevant authorities. AKG Learning adheres to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) requirements to ensure the secure handling of confidential information.

### **E-Safety (staying safe on-line)**

AKG Learning is committed to protecting learners online, monitoring IT use, and educating learners about safe internet practices. E-Safety awareness is integrated into the curriculum, with a focus on safeguarding against online threats, including radicalisation.

### **Contact and Monitoring of Young People (aged 16 to 18)**

At AKG Learning, the health and well-being of our learners is of the utmost importance. Ensuring consistent contact and effective monitoring of young people within this age group is a crucial aspect of our commitment to safeguarding their welfare.

## Weekly Contact:

- **Tutor Responsibility:** Tutors must maintain regular contact with young learners, with a minimum of weekly check-ins. These interactions are essential to assess the learner's progress, well-being, and to identify any potential issues that may arise. Any concerns or signs of distress should be promptly reported and documented.
- **Support Network:** Tutors should ensure that each learner's support network is both in place and functioning effectively. This network may include parents or guardians, mentors, and external support services, all working collaboratively to provide a safe and supportive environment for the young person.
- **Follow-Up Actions:** If any issues are identified, it is imperative that the Tutor and Safeguarding Team take immediate and appropriate action. This includes following up on reports, engaging with the necessary support services, and ensuring that the learner receives the required assistance.

## Relevant linked Policies

All policies can be found in the Policy section of SharePoint and on Breathe HR. Those marked \* are also on our website [www.learnplusus.co.uk/policies/](http://www.learnplusus.co.uk/policies/)

- Health and Safety (including health & safety policy statement \*)
- Disciplinary
- Safer Recruitment
- Whistleblowing
- Visiting Speakers
- Equality, Diversity and Inclusion (EDI) \*
- Complaints \*
- Acceptable Use of IT \*

This policy is also available in the Policy section of SharePoint, Breathe HR and our website.



## Appendix 1 - DEFINITIONS OF ABUSE AND SAFEGUARDING ISSUES

**Physical Abuse** is commonly defined as the use of force to cause pain, injury, or harm, including misuse of medication or fabrication/inducement of illness by a parent or carer.

- **Signs:**
  - Unexplained burns, bruises, or scratches
  - Accidents that cannot be explained
  - Deteriorating health or unexplained injuries

**Emotional Abuse** is commonly defined as persistent emotional mistreatment causing severe adverse effects on emotional well-being and development.

- **Signs:**
  - Withdrawal, sudden behavioural changes, anxiety
  - Aggressiveness, depression, clinginess
  - Sleep disturbances, nightmares
  - Eating disorders, obsessive behaviour
  - Poor attendance, substance abuse, self-harm, suicidal thoughts

**Psychological Abuse** is commonly defined as the use of threats, humiliation, controlling behaviour, verbal insults, and enforced isolation.

- **Signs:**
  - Withdrawal or silence in the presence of a particular person
  - Insomnia, low self-esteem, uncooperative or aggressive behaviour
  - Weight changes, distress (tearfulness, anger)
  - False claims or unnecessary treatment requests
  - Anxiety, poor attendance

**Sexual Abuse** is commonly defined as non-consensual sexual acts or pressured participation in sexual activities. This could include Child Sexual Exploitation (CSE).

- **Signs:**
  - Behavioural changes, use of sexual language, physical discomfort
  - Inappropriate sexual behaviour or pressure to engage in such behaviour

**Neglect and Acts of Omission** is commonly defined as the failure to meet basic needs such as food, warmth, hygiene, and supervision, or failure to provide appropriate medical care.

- **Signs:**

- Deteriorating health, poor appearance, or mood
- Inadequate shelter, exclusion from home, abandonment

**Domestic Violence** is commonly defined as physical or emotional abuse within domestic settings, either experienced or witnessed.

- **Signs:**

- Physical signs of abuse, aggressive or antisocial behaviour
- Depression, anxiety, withdrawal, or behavioural changes
- Poor academic performance due to concentration issues
- Refusing to appear on camera during sessions with AKG Learning staff

**Child Criminal Exploitation: County Lines** is commonly defined as gangs exploiting children and young people to carry drugs and money across geographical areas.

- **Signs:**

- Missing episodes, unexplained absences
- Evidence of trafficking for transporting drugs
- Power imbalances in relationships, often accompanied by violence or threats

**Radicalisation, Extremism, and Terrorism** – we have an obligation to safeguard individuals from radicalisation under the Government's Counter Terrorism Strategy.

- **Radicalisation** is commonly defined as the process by which an individual or group adopts extreme views or ideologies, particularly those that support or lead to terrorism
- **Extremism** is definition by the UK government (March 2024) as: Promotion of ideologies based on violence, hatred, or intolerance, aiming to undermine democratic rights or create environments for such outcomes.

- **Terrorism** is commonly defined as the use of violence, or the threat of violence, to instil fear, coerce, or intimidate governments or societies to achieve political, religious, or ideological goals
- **Signs of Radicalisation:**
  - Argumentative behaviour, refusal to listen to different views
  - Embracing conspiracy theories, feelings of persecution
  - Changing friends, appearance, or behaviour
  - Sympathy for extremist ideologies or groups

### **Discriminatory Abuse**

- **Definition:** Abuse based on race, gender, or impairment, including mental or physical health.
- **Our Focus:** To ensure equality and protect against discrimination.

### **Peer-to-Peer Abuse**

- **Definition:** Abuse by one child on another, encompassing various types of abuse.
- **Our Focus:** Raise awareness among all staff to monitor and report incidents.

### **Institutional Abuse**

- **Definition:** Poor professional practice in institutions, ranging from neglect to gross misconduct.
- **Our Focus:** To maintain high standards to protect children and At Risk adults.

### **Financial or Material Abuse**

- **Definition:** The exploitation of others for financial gain, including theft, fraud, and misuse of property or finances.
- **Our Focus:** To protect against exploitation and ensure financial security

### **Other Safeguarding Issues:**

- **Child Pornography and the Internet:** Protection against online exploitation.

- **Forced Marriage of a child or adult:** Recognition and prevention of forced marriages.
- **Female Genital Mutilation (FGM):** Recognition and prevention of the practice of partially or entirely removing or injuring the female genitalia for non-medical reasons.
- **Young Carers:** Support for children who care for others.
- **Looked After Children:** Safeguarding children living away from home.
- **Care Leavers:** At risk of homelessness leading to vulnerability relating to County Lines, gangs, criminality and addiction.
- **Pregnancy of a Child:** Support and guidance for pregnant minors.

## Appendix 2- Guidelines for Staff on Dealing with Disclosures of Abuse or Abuse of Trust

Do:

- **Listen and Reassure:**
  - Be ready to listen and acknowledge the bravery of the person disclosing.
  - Ensure the person is in a comfortable, secure environment.
  - Take their disclosure seriously.
  - Offer practical help, such as water or tissues.
- **Follow Procedure:**
  - Remind the individual that you have a duty to inform the Designated Safeguarding Lead (DSL) to safeguard them.
  - Reassure them that only those who need to know will be informed.
  - Explain the next steps after speaking to the DSL.
  - Report the matter to the DSL immediately.
  - Document the disclosure in writing as soon as possible, noting time, place, date, and signing the account.
- **Report Suspicion:**
  - If abuse is suspected but not disclosed, report your concerns to the DSL.

Don't:

- **Do Not Offer Confidentiality:**
  - Do not promise to keep the disclosure secret.
  - Avoid appearing shocked or upset, even if the content is distressing.
- **Avoid Physical Contact:**

- Do not touch the person to comfort or reassure them.
- **Limit Questions:**
  - Do not question the individual beyond what is necessary to understand the situation.
- **Avoid False Reassurances:**
  - Do not provide false comfort or make promises you cannot keep.
- **Do Not Take the Person Home:**
  - Ensure the individual remains in a safe environment but do not take them home.

**If the disclosure or concern involves a member of staff, it must be reported directly to the Executive Safeguarding Lead.**

### **Appendix 3 – Definitions relating to the Safeguarding of At Risk Adults**

The Care Act 2014 provides a clear legal framework for how agencies should work in partnership with other services to protect adults at risk, and places adult safeguarding on the same statutory footing as child safeguarding. Safeguarding adults is about protecting an adult's right to live in safety, free from prejudice, abuse, and neglect. Although the statutory obligations of the Care Act 2014 apply to local authority departments, as a training provider we are well placed to support our colleagues in social care, health, housing, and the police to safeguard At Risk/vulnerable adults.

It is about doing as much as possible to prevent abuse happening in the first place by raising awareness and understanding, but also knowing when to raise alerts where abuse is suspected. It's about working together, not just with other agencies, but also with individuals, and supporting them to make decisions about the risks they face in their lives and protecting those who lack the mental capacity to make these decisions.

<b>Adults at risk</b>	An adult at risk is any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and/or support.
<b>Care and support needs</b>	A mixture of practical, financial, and emotional support for adults who need extra help to manage their lives and be independent. Care and support includes an assessment of people's needs, provision of services and the allocation of funds to enable a person to purchase their own care and support.
<b>MAPPA</b>	Multi-Agency Public Protection Arrangements. A mechanism through which statutory agencies aim to manage, in a co-ordinated way, risks posed by sexual and violent offenders, in order to protect the public.
<b>MARAC</b>	Multi-Agency Risk Assessment Conference. A multi-agency forum for the purpose of managing high risk cases of Domestic Abuse, stalking and honour-based violence.

<b>MASH</b>	Multi-Agency Safeguarding Hub. A model adopted by some local authorities which brings together key partners (e.g., local authority, police, health authority) to work as a team, to share information and decision making and to improve the initial response to safety concerns.
<b>LADO</b>	The Local Authority Designated Officer works within the local authority to manage and oversee allegations of abuse or neglect by staff or volunteers responsible for the care and support needs of adults at risk. The LADO provides advice and guidance to employers, organisations and other individuals concerned about the behavior of a person working with vulnerable adults.
<b>Multi-agency</b>	Multi-agency working brings together practitioners from different sectors and professions to provide an integrated way of working to support adults at risk.
<b>LSAB/LSAP</b>	Local Safeguarding Adult Boards or Local Safeguarding Adult Partnerships. The overarching purpose of LSAB/LSAP is to help and safeguard adults with care and support needs. It does this by assuring itself that local safeguarding arrangements are in place as defined by the Care Act 2014 and statutory guidance. The LSAB/LSAP promotes a person-centered approach, working collaboratively to prevent abuse and neglect where possible. It ensures agencies and individuals give timely and proportionate responses when abuse or neglect have occurred.

## Scope and exemptions

Our Safeguarding Adults at Risk policy relates to people aged 18 or over who:

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

While not an exhaustive list, an adult with care and support needs may be:

- An older person
- A person with a physical disability, a learning difficulty, or a sensory impairment
- Someone with mental health needs, including dementia or a personality disorder
- A person with a long-term health condition
- Someone who misuses substances or alcohol to the extent that it affects their ability to manage day to day living



- This policy and associated processes are rooted in the six principles that underpin all adult safeguarding, which can be summarised as:

<b>Empowerment</b>	Adults are encouraged to make their own decisions and are provided with support and information to do this.
<b>Prevention</b>	Strategies are developed to prevent abuse and neglect that promotes resilience and self-determination.
<b>Proportionate</b>	A proportionate and least intrusive response is made balanced with the level of risk.
<b>Protection</b>	Adults are offered ways to protect themselves, and there is a coordinated response to adult safeguarding.
<b>Partnerships</b>	Local solutions are developed through services working together within their communities.
<b>Accountable</b>	Accountability and transparency in delivering a safeguarding response.

## Appendix 4

# SAFEGUARDING MONITORING FORM

Please complete sections 1 and 2 and then email this form to [safeguarding@learnplusus.co.uk](mailto:safeguarding@learnplusus.co.uk)

<b>Form completed by</b>	<b>Name</b>		<b>Date</b>	
<b>Section 1 - Details of Person of concern</b>				
<b>Surname</b>				
<b>Forenames</b>				
<b>Current Address</b>				<b>Post Code</b>
<b>Sector</b>	Childcare <input type="checkbox"/> Housing <input type="checkbox"/> Hospitality <input type="checkbox"/> Business Services <input type="checkbox"/>	<b>Phone Number(s)</b>		<b>Email</b>

<b>Age</b>	16-18 <input type="checkbox"/> 19+ <input type="checkbox"/>	<b>Gender</b>	Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/>	<b>ALS being delivered?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Category of Concern (select all which may apply)</b>	<div>Financial <input type="checkbox"/> Direct Physical Abuse <input type="checkbox"/></div> <div>Neglect <input type="checkbox"/></div> <div>Housing <input type="checkbox"/> Direct Emotional Abuse <input type="checkbox"/></div> <div>Psychological Abuse <input type="checkbox"/></div> <div>Domestic Violence <input type="checkbox"/> Direct Sexual Abuse <input type="checkbox"/></div> <div>Mental Health <input type="checkbox"/></div> <div>Self-Harm / Suicide <input type="checkbox"/> Prevent Referral (radicalisation, extremism, terrorism concern) <input type="checkbox"/></div> <div>County Lines <input type="checkbox"/> Cuckooing <input type="checkbox"/> Modern Slavery <input type="checkbox"/></div> <div>Bullying/Harassment <input type="checkbox"/> Alcohol/Substance Abuse <input type="checkbox"/></div> <div>Other Well-being (please provide detail) <input type="checkbox"/> .....</div>				
<b>Guidance for Completion of Section 2</b>	Please provide as much information as possible, including what has happened, what has been disclosed, names, dates, times, examples of indicators, signs and behaviours displayed, and what you believe or have witnessed to give you cause for concern.				
<b>Section 2 - Information regarding the concern. Please provide as much information as possible</b>					
<b>Section 3 - Ongoing log of actions taken by the Safeguarding Team</b>					

<b>Section 4 - Review and Decision</b> <b>Section – To be completed by the Safeguarding Team upon closure of the concern</b>				
<b>Signature Section</b>	<b>Name</b>		<b>Date</b>	
	<b>Signature</b>			