



St. John's Adult at Risk Safeguarding and Protection Policy

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To work in partnership with the local Safeguarding Teams and comply with the [Pan Sussex Adult Safeguarding Procedures](#).

All staff have a responsibility to ensure they are informed, trained, and understand their duty to operate within this policy and procedure.

All staff have a shared responsibility to take appropriate steps to protect learners at risk.

Trustees, Governors, the Executive Leadership Team, and the Senior Leadership Team have responsibility for ensuring effective governance and safe services and will achieve this through:

- Effective, comprehensive Policies and Procedures.
- Implementation of Safer Recruitment principles and requirements.
- Effective monitoring of safeguarding.
- The provision of effective and comprehensive training.

5. The Policy Statement

This policy and associated procedure apply to all staff of St. John's.

St. John's has **zero tolerance** of all forms of abuse, exploitation and neglect of adults.

St. John's is committed to the prevention of, and protection from, abuse and neglect of all adults at risk of abuse or neglect who come into contact with the organisation through its staff, or representatives, in whatever capacity that contact occurs.

St. John's is committed to taking all necessary steps to stop abuse happening, whether that abuse is perpetrated by staff, family members, members of the public or other learners.

St. John's is committed to its duty of care to all adults it has contact with. If there are concerns about staff perpetrating abuse, it will facilitate any action required to address this without delay. This will include actions required to address abusive behaviours and attitudes.

When staff have been dismissed because of concerns about abuse, or neglect, they will be referred to the Disclosure & Barring Service (DBS) and professional bodies.

St. John's is committed to ensuring that adults at risk of abuse or neglect are given information, advice, and support, in a form that they can understand and have their views included in all forums where decisions are made about their lives.

St. John's is committed to challenging and investigating learner on learner abuse within local Safeguarding of Adults Frameworks.

St. John's is committed to working in partnership with parents and carers. That partnership

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The Care Quality Commission (Registration) Regulations 2009 (as amended, March 2015)
 Mental Capacity Act 2005 and the Mental Capacity Act Code of Practice 2007 (*both to be updated when the Mental Capacity (Amendment) Act 2019 come into force in 2020/21*)
 Health and Safety at Work Act 1974
 Moving and Handling Operations Regulations 1992 (2002)
 Human Rights Act 1998
 Sexual Offences Act 2003
 Safeguarding Vulnerable Groups Act 2006
 Protection of Freedoms Act 2012
 Making Safeguarding Personal 2019
 Data Protection Act 2018
 Counter Terrorism and Security Act 2015

9. Equality StatAct

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Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a learner. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a learner.

Psychological/Emotional abuse is the persistent emotional maltreatment of a learner such as to cause severe and adverse effects on the learner's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a learner, although it may occur alone. Emotional abuse may involve:

Conveying to a learner that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Not giving the learner opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Age or developmentally inappropriate expectations being imposed on learner. These may include interactions that are beyond a learner's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the learner participating in normal social interaction.

Seeing or hearing the ill-treatment of another.

Serious learner on learner abuse (including cyberbullying), causing learner frequently to feel frightened or in danger, or the exploitation or corruption of learner.

Financial abuse

Financial abuse is a crime. It is the use of a person's property, assets, income, funds or any resources without their informed consent or authorisation. It includes:

Theft.

Fraud.

Exploitation.

Undue pressure in connection with wills, property, inheritance, or financial transactions.

The misuse or misappropriation of property, possessions, or benefits.

The misuse of an enduring power of attorney or a lasting power of attorney, or appointeeship.

Modern Slavery

Modern slavery encompasses sexual exploitation, slavery, forced labour, child slavery, forced criminality, domestic servitude, forced marriage, organ harvesting and human trafficking.

Sexual abuse involves forcing or enticing a learner or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the learner is aware of what is happening. The activities may involve:

Physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.

Non-contact activities, such as involving learner in looking at, or in the production of, sexual images, watching sexual activities, encouraging learner to behave in sexually inappropriate ways, or grooming a learner in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

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This can involve violent, humiliating and degrading sexual assaults, but does not always involve

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If a member of staff suspects that a learner is being forced into marriage, they will speak to the learner about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

Speak to the learner about the concerns in a secure and private place.

Activate the local safeguarding procedures and refer the case to the local authority's designated officer.

Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk.

Refer the learner to a pastoral tutor, learning mentor, or counsellor, as appropriate.

Low level Concerns

The term 'low-

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