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 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 will be with their consent when this is required and appropriate.

St. John's will publish online the Adult at Risk Safeguarding Policy and Procedure. In addition, it will inform, in an appropriate format, all adults who use their services, that St. John's has a duty to contact the home and host Local Authority Adult Social Care department if there are concerns that an adult at risk may be being abused.

- Is a learner of St. John's at the age of 18 or over; and
- Has need for care and support (whether or not a Local Authority is meeting any of those needs); and
- Is experiencing, or at risk of, abuse or neglect; and
- 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.

Most adults that use St. John's services are likely to fall within these definitions should they be at risk of abuse or neglect, generally, though not always, as a result of a lack of capacity within the meaning of the Mental Capacity Act 2005.

Abuse and Neglect: Refers to: 'ill-treatment (including sexual abuse and forms of ill treatment that are not physical); the impairment of, or an avoidable deterioration in, physical or mental health; and the impairment of physical, emotional, social or behavioural development'. *(Law Commission, 1997).* Appendix 1 defines neglect in more detail.

Abuse was defined by 'No Secrets' (2000, DH and Home Office) as: '...a violation of an individual's human and civil rights by any other person or persons'.

8. Legislation, Regulatory Requirements and Guidance.

For St. John's to meet their regulatory and statutory responsibilities, the following legislation and associated guidance are of significance (N.B. This is not an exhaustive list).

The principal source (since 2015) is the Care Act 2014 (section 42). This defines abuse and sets out the statutory duties and the institutionf1 0 0 1 2269(i)-4(t)28(u)-11(t)5(i11(t)5e4e0560003}Tdf0 0

Privacy notices
Data Protection
Whistleblowing
Mental Health and Wellbeing of Autistic Children and Young People
Preventing Extremism and Radicalisation.

11. Monitoring arrangements

This procedure and the linked Procedure will be reviewed **annually** by the Director of Education. At every review, it will be approved by the Education Committee and will be provided to the Governing Body for information.

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

Policy Owner

Having frequent urinary, menstrual or stomach problems.
Avoiding physical exercise or missing Physical Education (PE).

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 fmu@fco.gov.uk.
Refer the learner

For further information on Ambitious about Autism/Ambitious about Autism Schools Trust approach to mental health and wellbeing refer to the Mental Health and Wellbeing of Autistic Children and Young People