



**Ascent Autism Specialist College**

**Remarkable**

**Autism. Redefining what's Possible**

**Safeguarding Vulnerable Adults**

September 2024

Ascent College  
449 Wargrave Road  
Newton-Le-Willows  
Merseyside  
WA12 8RS

01925 224 899

[enquiries@ascent.college](mailto:enquiries@ascent.college)

[www.ascent.college](http://www.ascent.college)

<b>Reviewer:</b>	Student Admissions & Safeguarding Officer, DDSL
<b>Co-Reviewer:</b>	Head of Adult Services, DSL
<b>Updated:</b>	September 2024
<b>Next Review:</b>	September 2025
<b>Committee:</b>	Ascent Governing Body
<b>Approved by the Ascent Governing Body/Board of Trustees:</b>	

<b>This policy should be read in conjunction with the following policies:</b>	
1	Acceptable use of Information Technology Policy
2	Child Protection & Safeguarding Children
3	Complaints
4	Data Protection
5	Staff Recruitment Policy
6	Equality, Diversity & Anti-Discrimination
7	Health & Safety
8	Intimate Care
9	Ascent Admissions
10	Ascent Attendance policy
11	Ascent Anti-bullying
12	Ascent Behaviour
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## Introduction

Ascent College is committed to safeguarding and promoting the physical, mental and emotional welfare of the adults who are receipt of their services who are described as 'vulnerable'. All adults have the right to be safe from harm and should be able to live free from fear of abuse, neglect and exploitation. As Ascent College enrolls students from 16, this policy also covers young adults aged 16-18.

Recognition of the signs and indicators of abuse poses considerable challenges for most professional staff who work with adults and who do not deal with protection and safeguarding issues on a day-to-day basis. This is, in part because the notion of adults being at risk of abuse or neglect is one which is relatively new to our society in comparison to the longer-term acceptance of concerns of abuse for children and the now well-established systems in place. Identifying abuse of adults with disabilities who may also present with a range of behaviours that challenge is not straightforward. It is crucial to effective safeguarding that all staff and volunteers are able to recognise signs and indicators of abuse, and this requires acceptance that adults with autism are more likely to be abused than adults without disabilities.

The safeguarding vulnerable adults' policy is supported through the effective delivery of the curriculum, which provides personalised pathways, which promote resilience, independence and employability. Preparation for adulthood skills underpin independence. The impact of this can be seen through purposeful employer links, enhancing engagement for our students.

Ascent Adult provision delivers a curriculum, which enables adults to be successful students who enjoy learning, make progress & achieve, confident individuals who are able to lead safe, healthy & fulfilling lives and responsible citizens who make a positive contribution to life.

The legal definition of an 'adult at risk' is anyone aged 18 or over who:

- Has needs for care and support (whether or not the 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.

Care Act (DOH) 2014 para. 14.2

## Purpose

The purpose of this policy is to outline the duty and responsibility of staff, volunteers, governors and trustees (hereafter collectively referred to as 'the

workforce') working on behalf of Remarkable in relation to the protection of vulnerable adults from abuse within the context of the Care Act 2014. It is important to remember that adults at risk can also abuse and that such incidents fall into the remit of this policy.

## Aims

The safeguarding vulnerable adult's policy is designed to promote practice which:

- a) Achieves or exceeds the Care Quality Commissions (CQC) fundamental standards below which care should never fall. Regulation 13: Safeguarding service users from abuse and improper treatment.
- b) Upholds the six key principles, which inform the way in which all of the workforce should work with adults (section 5).
- c) Provides clear procedures to be followed should vulnerable adult protection issues arise.

## Roles and Responsibilities

It is everyone's responsibility to ensure they follow procedures relating to safeguarding and protecting adults who use Ascent college services, from abuse and neglect. This includes a responsibility to ensure they are informed and trained to an appropriate level.

## Designated/Deputy Designated Safeguarding Lead (DSL/DDSL)

The DSL and DDSL's are most likely to have the complete picture and be the most appropriate person to advise on the response to safeguarding concerns.

The DSL should take lead responsibility for safeguarding and ensure that the Remarkable Safeguarding Vulnerable Adults policy is fully implemented. The DDSL's are responsible for the day-to-day operational implementation of safeguarding practice. This includes:

- Ensuring all workforce members receive safeguarding training upon commencement of post and annually thereafter.
- Receiving information from any of the workforce, students or any other personnel who have a safeguarding concern and ensure this is recorded accurately.

- Providing advice on action to be taken or consulting statutory safeguarding agency (Safeguarding Adults' Board (SAB), individual social worker) to text any doubts.
- Coordinating referral to the SAB and any other bodies as appropriate e.g. Ofsted, Independent Safeguarding Authority (ISA), placing authority.
- Collating reports in conjunction with the DSL detailing safeguarding activity, intervention and outcomes.
- Raise and monitor safeguarding concerns and actions through the weekly internal safeguarding board meeting as appropriate.

Designated Safeguarding Lead:  
Julliet Doherty (Head of Adult Services)

Deputy Designated Safeguarding Leads:  
Philip Adams (Deputy Head of Adult Services)  
Natalie Molyneux (Student Admission & Safeguarding Officer)

### Chief Executive Officer

Where a concern of safeguarding incident refers to the DSL then the CEO (in consultation with the DDSL) will take the lead into any such investigations.

### Safeguarding Lead Governor

The Governing Body has a duty to ensure that Remarkable meets its statutory safeguarding responsibilities and that the students attending the college are safe. The DSL provides monthly reports to the governing body to support their execution of this function. In addition to this, there is a designated Lead Governor for safeguarding who carries out regular safeguarding review with the DSL.

### The Workforce

All staff, volunteers, Governors and Trustees working on behalf of Remarkable have a duty to promote the welfare and safety of vulnerable adults. Members of the workforce may receive disclosures of abuse, observe or have suspicions of abuse. Any such concerns (whether witnessed or otherwise) should be reported immediately to the DSL or the most senior member of staff on duty in their absence.

*"If someone knows that abuse or neglect is happening they must act upon that knowledge, not wait to be asked for information."*

Care & Support Statutory Guidance DOH (2014) para. 14.155

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the student.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Provide a safe environment in which students can learn.
- Be prepared to identify students who may benefit from early help.
- Be aware of the college's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals
- Make a referral to SAB and/or the police immediately, if at any point there is a risk of immediate serious harm to a vulnerable adult.
- Support social workers in making decisions about individual young adults, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a student confides they are being abused, exploited or neglected.
- Be aware that a student may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put students at risk of harm.
- Be aware of behaviours that could potentially be a sign that a student may be at risk of harm.

Teachers, have a responsibility to:



- Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

## Whistleblowing

All employees are expected to bring to the attention of the CEO/Chair of Governors any serious impropriety or breach of procedure which have an impact/potential for impact on the safety and wellbeing of students (Remarkable Policy on Whistleblowing).

Concerns can also be raised through external bodies such as the Ofsted, a union representative or the local police.

The Public Interest Disclosure Act gives employees who suffer detrimental treatment, including dismissal, as a result of disclosing malpractice, the right to seek compensation in an Employment Tribunal.

## Multi-agency working

The college contributes to multi-agency working as part of its statutory duty. The college is aware of and will follow the local safeguarding arrangements.

The college will be fully engaged, involved, and included in local safeguarding arrangements. Once the college is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The college will act in accordance with the safeguarding arrangements.

The college will work with SAB, the police, health services and other services to protect the welfare of its students, through the early help process and by contributing to multi-agency plans to provide additional support. Where a need for early help is identified, the college will allow access for SAB from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment. The college also recognises the particular importance of inter-agency working in identifying and preventing CSE (Child Sexual Exploitation).

## Information sharing

The college recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet

students' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on colleges to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the student being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of students. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

## Safer Recruitment

The college's full policy and procedures for safer recruitment is outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of young adults.
- Regularly work in the college at times when students are on the premises
- Regularly come into contact with our students

The DfE's <https://www.gov.uk/government/publications/dbs-workforce-guidance> will be consulted when determining whether a position fits the child workforce criteria. The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK. The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a college environment. A disqualified person will not be permitted to continue working at the college, unless they apply for and are granted a waiver from Ofsted. The college will provide support with this process.

## Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to young adults or placing young adults at risk.

## Referral to the DBS

The college will refer to the DBS anyone who has harmed a young adult or poses a risk of harm to a young adult, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

## Single central record (SCR)

The college keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the college.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

For agency and third-party supply staff, the college will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the college would perform on any individual working in the college or who will be providing education on the college's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The college is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the college.

### **Communication with parents/ carers**

As part of the usual communication with parents, the college will reinforce the importance of students being safe online and inform parents that they will find it helpful to understand what systems the college uses to filter and monitor internet use.

The college will also make it clear to parents what their children/young people are being asked to do online for college.

### **Attendance**

Students are expected to attend college 5 days a week, term time. Parents/ carers have a duty to report the absence of their son/daughter as soon as possible. Where no report is made, contact by telephone with the parent/carer will be made by midday of the first day of absence. Where there has been no contact for a period of 48 hours from parents/ carers to give explanation for student absence, the Admissions Officer will establish direct contact with the family. This may include a home visit. Student home LA (Local Authority) safeguarding team will also be notified.

In line with the 'Children Missing from Education' document, September 2024; Ascent college will "monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority" and that we "have a safeguarding duty in respect of their (our) pupils, and as part of this should investigate any unexplained absences". Ascent college will notify the students Local Authority when they have "missed ten consecutive school days or more with their absence being recorded in the attendance register in ways statistically recorded as unauthorised absence".

### **Reviewing online safety**

The college will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by students.

### **Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and students is closely monitored by the college, in accordance with the Staff ICT and Electronic Devices Policy and Students' Personal Electronic Devices Policy.

Photographs and videos of students will be carefully planned before any activity with particular regard to consent and adhering to the college's Data Protection Policy and Photography Policy. The DPO (Data Protection Officer) will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve students who are LAC, adopted students, or students for whom there are security concerns, the DSL will determine the steps involved. The DSL/ DDSL will, in known cases of students who are LAC or who have been adopted, liaise with the students' social workers, carers or adoptive parents to assess the needs and risks associated with the students.

Staff will report any concerns about students' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

### **Work experience**

When a student is sent on work experience, the college will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the college has students conduct work experience at the college, an enhanced DBS check will be obtained.

### **LGBTQ+ Students**

The fact that a student may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ students can be targeted by other individuals. Staff will also be aware that, in some cases, a student who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as students who identify as LGBTQ+.

Staff will also be aware that the risks to these students can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these students and provide a safe space for them to speak out and share any concerns they have.

### **Students requiring mental health support**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation.

## Extended Assessments and Bespoke Learning

All students undertaking an extended assessment or engaging in a bespoke curriculum which includes will have a requirement to be seen in person at least once per week to comply with our safeguarding practices.

## Training

Staff members will undergo safeguarding training at induction, which will be updated on an annual basis and/or whenever there is a change in legislation.

The induction training will cover:

- Safeguarding vulnerable adults
- The Child Protection and Safeguarding Policy.
- The Child-on-child Abuse Policy and procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behaviour Policy.
- The Children Absent from Education Policy, including the safeguarding response to young adults who are absent from education.
- Appropriate safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Information about the role and identity of the DSL and deputy DSLs.

All staff members will also receive regular safeguarding updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the college.

The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role.

## Safeguarding Adults Board (SAB)

Remarkable reports to St Helens Safeguarding Adults Board.

In accordance with the Care Act (2014) the local authority must:

- Make enquiries, or ensure others do so, if it believes an adult is subject to, or at risk of, abuse or neglect. An enquiry should establish whether any action needs to be taken or stop or prevent abuse or neglect, and if so, by whom.
- Set up a Safeguarding Adults Board with core membership from the local authority, the Police and the NHS (specifically the local Clinical Commissioning Group/s) and the power to include other relevant bodies.
- Arrange, where appropriate, for an independent advocate to represent and support an Adult who is the subject of a safeguarding enquiry or Safeguarding Adult Review where the Adult has 'substantial difficulty' in being involved in the process and where there is no other appropriate to help them.

Any referral to the SAB **must be made within one hour.**

- St Helens Safeguarding Adults Board: 01744 676600 (customer service number)
- 'Contact Cares' 01744 676767
  - Open from 9am – 9pm, Monday to Friday. Select option 1 for Contact Cares, option 2 for Emergency Duty Team, EDT
- St Helens Emergency Duty Team: 0345 0500 148

The majority of vulnerable adults at Remarkable are classed as 'out of borough' i.e.: their usual place of residence is beyond St Helens. The SAB in the area where the abuse occurred has the responsibility to carry out the duties under Section 42, Care Act 2014. There should be close liaison with the placing authority. The placing authority continues to hold responsibility for commissioning and funding a placement. Equally, a concern may arise in the student's family home or on a visit, requiring police action in that area or immediate steps to protect the person whilst they are in that area. In all such cases, regardless of location, the student's individual social worker will also be consulted.

## 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.

Merseyside Police                      0151 709 6010 or 101 24-hour line

## Policy

Being alert to abuse means:

- Thinking about what see and asking if it is acceptable behaviour.
- Taking a person-centred approach and being mindful of discriminatory behaviour.
- Always taking seriously, what you are told.
- Being mindful of any signs/signals/non-verbal communication that could suggest abuse or neglect.
- Being mindful that adults may be targeted by organisations or persons associated with terrorism, trafficking, slavery and forced marriage.

## Types of Abuse

The Care and Support Statutory Guidance issued under the Care act 2014 outlines how abuse may take many forms and how individual circumstances should be considered.

Abuse can be carried out by one adult at risk towards another. This is still abuse and should be dealt with. The adult at risk who abuses may also be neglecting him/herself which could also be reason for a safeguarding referral.

Exploitation is a particular theme in the following list of types of abuse:

- **Physical**  
This includes assault, hitting, slapping, pushing, giving the wrong (or no) medication, restraining someone or only letting them do certain things at certain times.
- **Domestic**  
This includes psychological, physical, sexual, financial or emotional abuse. It also covers so-called 'honour' based violence.
- **Sexual**  
This includes rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, taking sexual photographs, making someone look at pornography or watch



sexual acts, sexual assault or sexual acts the adult didn't consent to or was pressured into consenting.

- **Psychological**

This includes emotional abuse, threats of harm or abandonment, depriving someone of contact with someone else, humiliation, blaming, controlling, intimidation, putting pressure on someone to do something, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or support networks.

- **Financial or material**

This includes theft, fraud, internet scamming, putting pressure on someone about their financial arrangements (including wills, property, inheritance or financial transactions) or the misuse or stealing of property, possessions or benefits.

- **Modern slavery**

This covers slavery (including domestic slavery), human trafficking and forced labour. Traffickers and slave masters use whatever they can to pressurise, deceive and force individuals into a life of abuse and inhumane treatment.

- **Discriminatory**

This includes types of harassment or insults because of someone's race, gender or gender identity, age, disability, sexual orientation or religion.

- **Organisational**

This includes neglect and poor care in an institution or care setting such as a hospital or care home, or if an organisation provides care in someone's home. The abuse can be a one-off incident or repeated, on-going ill treatment. The abuse can be through neglect or poor professional practice, which might be because of structure, policies, processes and practices within an organisation.

- **Neglect and acts of omission**

This includes ignoring medical, emotional or physical care needs, failure to provide access to educational services, or not giving

someone what they need to help them live, such as medication, enough nutrition and heating.

- **Self-neglect**

This covers a wide range of behaviour which shows that someone isn't caring for their own personal hygiene, health or surroundings. It includes behaviour such as hoarding.

The workforce should ensure that they are cognisant with the ways in which people are abused and the signs and symptoms associated with these.

The Care Act is clear that all organisations working with adults at risk should uphold six key principles in their work with adults.

1. Empowerment
2. Prevention
3. Proportionality
4. Protection
5. Partnership
6. Accountability

## Procedure

Sometimes there will be obvious signs and symptoms of abuse. At other times the indicators may be very difficult to detect. A combination of factors, which on their own might not cause concern, could be much more worrying when considered together. It is therefore paramount that all complaints, allegations or suspicions are taken seriously and recorded/reported following the correct procedure.

## Cause for Concern Reports on CPOMS

Any concern should be recorded as soon as possible on CPOMS. If for some reason an individual with concerns is not able to access CPOMS (a visiting professional for example), they should make a written record of their concern which should include the below, as well as speak immediately to a DSL/DDSL;

- Who they have concerns about (name of adult at risk)
- In the view of the staff member does the adult at risk have the capacity to understand the concerns and that they may have been abused
- What has been shared with the adult at risk about the concerns and what response have they made

- If the adult at risk has capacity to understand the involvement of other agencies (e.g. young person's own social worker) what have they said about this
- Date and time they are making the record
- Date and time the incident occurred (if this is known)
- What was observed, heard or noted that led to the concern being raised
- Source of information (if the concern was not directly observed i.e. a parent informs a member of staff that he/ she has seen abuse indicators)
- Behavioural observations (noting that this is one of the most likely ways in which a member of staff is likely to note concerns)
- If an adult at risk has made an allegation or disclosure, what was said or communicated
- Which senior manager within Remarkable has been reported to (in line with procedures) and what initial actions were agreed
- This record must be signed and time/dated by the person making the recording and the DSL/DDSL in the College. When reporting a concern to the local authority, the DSL/DDSL will inform the Local Authority that a written record of the concern is available and will e-mail details of the concerns to the Local Authority if requested. If this is a concern regarding a member of staff, then the LADO (Local Authority Designated Officer) would be informed.
- Teacher and DSL/DDSL to arrange to contact the social worker or duty social worker if the individual does not have a designated social worker.

Any details in relation to the adult concerned must be communicated in a secure way in line with our Data Protection Policy. If at any stage Remarkable or the Local Authority decide that no further action is to be taken, then the reason for this and who made the decision will be recorded. All subsequent actions/events following the reporting of a concern should be recorded on CPOMS as should any documentation received from the Local Authority, police or other agencies.

- Possible outcomes for the adult at risk
- Increased monitoring
- Removal from property/support, advice, services
- Assessment/services
- Application to Court of Protection
- Application to change appointee-ship

- Referral to advocacy service
- Referral to counselling services
- Guardianship/use of Mental Health Act 2005
- Review of self-directed support
- Restriction/management of access
- No further action

Other Possible outcomes for the person alleged to have caused harm:

- Criminal prosecution/formal caution
- Police action
- Assessment/services
- Removal from property/support, advice, services
- Management of access to adult at risk
- Referral to the Disclosure and Barring Service.
- Disciplinary action
- Action by OFSTED
- Continued monitoring
- Counselling/training
- Referral to court-mandated treatment
- Action under Mental Health Act 2005
- Exoneration
- No further action
- Other

In the event of an allegation against someone who works or volunteers for Remarkable the procedures as outlined below will still apply. Further immediate additional action will be taken to make the situation safe. This may include:

- Suspension
- Redeployment
- Risk assessment of the individual or circumstances.
- Disciplinary procedures

There will always be action taken after the event to minimise any further risk whether the abuse is proven or otherwise.

### Report the Abuse

The DSL or DDSL will telephone St Helens Contact Centre **within 1 hour** of Receiving any concerns to make a safeguarding alert:

St Helens Council Contact Centre **01744 676789**  
(0900-1700 – Monday to Friday)

Emergency Duty Team (EDT) **03450500148**  
(Outside of above hours)

If the DSL or manager is likely to be unavailable for more than 1 hour, then the concerned adult MUST telephone through the alert themselves.

A record of all actions and decisions must be made. Good record keeping is a vital component of professional practice. As a minimum, there should be an audit trail of the following. These should be completed by the person directly involved with each stage of the process:

- Dates and circumstances of concerns and subsequent action.
- Decision making processes and rationales.
- Risk assessments and risk management plans.
- Consultations and correspondence with key people.
- Advocacy and support arrangements.
- Safeguarding plans.
- Outcomes.
- Feedback from the adult and their personal support network.
- Differences of professional opinion.
- Notifications to other parties

Notification may also need to be given to the following:

- Care Quality Commission (CQC) – if applicable
- Independent Safeguarding Authority (ISA)
- The authority with which the placement contract is made
- Other relevant professional bodies (e.g. NMC)
- OFSTED

## LADO referral

### Local Authority Designated Officer (LADO)

The Local Authority Designated Officer (LADO) has overall responsibility for the management of allegations of abuse by adults who work with vulnerable adults. The LADO provides advice and guidance, liaises with the Police, Social Care Teams, Regulatory Bodies such as Ofsted and other organisations

as needed and ensures a consistent, fair and thorough process for both child and adult.

The role of the Local Authority Designated Officer (LADO) is set out in Chapter 4 of the HM Government Guidance [Working Together to Safeguard Children](#) (December 2023).

To make a referral to the Local Authority Designated Officer (LADO) the referrer is to email [sthelenslado@sthelens.gov.uk](mailto:sthelenslado@sthelens.gov.uk) and request a LADO referral form to complete and then follow up with a telephone call to the Safeguarding Children's unit on **01744 671252 within 1 day of the allegation** (this applies to young adults in full-time education up to 18).

When completed, you will need to return to [sthelenslado@sthelens.gov.uk](mailto:sthelenslado@sthelens.gov.uk) .

St Helens Safeguarding Children Unit will provide the advice, complete the form, returning it back to you via the sent email address, to ensure that you have a record and are able to record the advice given by the LADO on your systems.

NB - to open the links above, press Ctrl and click

### **Checking the identity and suitability of visitors at any of our sites:**

All visitors will be required to verify their identity to the satisfaction of staff they will be requested to keep their belongings, including mobile phones, in a safe place during their visit. No photos of staff, students or environment are allowed by visitors. If the visitor is unknown to Ascent College and its additional site staff, we will check their credentials and reason for visiting before allowing them to enter the premises/venue. Visitors should be ready to produce identification. Visitors are expected to sign in using the online automated system and/or sign the visitor book at Lyme and Wood Hub and wear a visitor's badge. All visitors to our premises, including visiting speakers/workshop organiser's employers, will be accompanied by a member of staff at all times. We will not invite any visitor who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using our premises is not seeking to disseminate extremist views or radicalise young adults or staff.

### **Confidentiality & Disclosures**

Vulnerable adult protection raises issues of confidentiality which should be clearly understood by all. The workforce has a professional responsibility to share relevant information about the protection of vulnerable adults with other professionals, particularly investigative agencies and adult social

services. The principles governing the sharing of information are based on the best interests of the adult at risk of abuse or neglect. (The Caldicott Committee Report on the Review of Patient – Identifiable Information (1997) DoH). 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 the workforce and requests that the information is kept secret, it is important that the member of the workforce 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 should, however, be assured that the matter will be disclosed only to people who need to know about it.

Where possible, consent should 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, the member of the workforce should let the adult know the position regarding their role and what action they will have to take as a result. The workforce should 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 should be fully considered and their wishes and feelings taken into account.

## Legal Context

There are key pieces of legislation, which should be adhered to when dealing with vulnerable adult safeguarding procedures:

**The Care Act 2014** makes it the duty of local authorities to make enquiries if someone is being abused or neglected, or is at risk of abuse or neglect in their area. They must also set up multi-agency safeguarding adult's boards to review cases when people die as a result of neglect or abuse and where it is suspected that agencies could have done more to safeguard them.

**The Mental Capacity Act 2005** is a legal framework which protects people who may lack capacity to make decisions for themselves. It also sets out how decisions should be made on their behalf.

**The Human Rights Act 1998** gives specific rights to every person living in the UK, for example the right to life and freedom from torture and degrading treatment.

**The General Data Protection Act 2018** regulates the way in which personal data needs to be handled and therefore protects people's data from being placed in the wrong hands, which might make them more vulnerable to abuse.

**The Equality Act 2010** protects people from discrimination and disadvantage due to protected characteristics including: race, gender, disability, sexual orientation, transgender, religion and age.

**Children Missing from education 2024** This statutory guidance sets out key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME).

**Working Together to Safeguard Children 2023** This statutory guidance sets out key roles for individual organisations and agencies to deliver effective arrangements for help, support, safeguarding, and protection. It should be read and followed by leaders, managers and frontline practitioners of all organisations and agencies as set out in chapter 4 of this document.

## Policy Impact

We have a rolling programme for reviewing our Company policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for students, service users, staff and parents.



## References and Further Resources

<http://www.cqc.org.uk/content/fundamental-standards>

[General Data Protection Regulation policy - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/policies/general-data-protection-regulation-policy)

[www.gov.uk/equality-act-2010-guidance](http://www.gov.uk/equality-act-2010-guidance)

[www.gov.uk/government/collections/mental-capacity-act-making-decisions](http://www.gov.uk/government/collections/mental-capacity-act-making-decisions)

[Care Act 2014: supporting implementation - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/policies/care-act-2014-supporting-implementation)

[www.legislation.gov.uk/ukpga/1998/42/contents](http://www.legislation.gov.uk/ukpga/1998/42/contents)

[St. Helens Safeguarding Children Partnership - Allegations against Professionals \(LADO\) \(sthelenssafeguarding.org.uk\)](http://sthelenssafeguarding.org.uk)

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/policies/working-together-to-safeguard-children)

St Helens Safeguarding Adults Board (2015) *St Helens Multi-Agency Safeguarding Adults Policy, Procedures and Good Practice Guidance*. St Helens Council.