# Safeguarding Policy for Adults and Vulnerable Adults

Date Created: **October 2024**  
Review Date: **October 2025**

## 1. Purpose and Scope

This Safeguarding Policy is specifically for **adults and vulnerable adults** and applies to all employees, workers, volunteers, contractors, and anyone involved in delivering activities for both **PECT** and **Change Agents UK**. It outlines our commitment to safeguarding vulnerable adults from harm, ensuring we create a safe environment for all individuals who engage with our services.

This policy is to be followed alongside each organisation’s **own safeguarding policy** as well as any other relevant policies such as the **Health and Safety Policy**, **Data Protection Policy**, and **Whistleblowing Policy**.

## 2. Key Definitions

* **Adult**: Any person aged 18 years or older.
* **Vulnerable Adult**: An adult who may be at risk of abuse or neglect due to physical or mental disabilities, illness, age, or other circumstances that make them reliant on others for care or protection.
* **Abuse**: Abuse can take many forms, including physical, emotional, sexual, and financial abuse, as well as neglect, exploitation, or radicalisation.

## 3. Safeguarding Principles

Both **PECT** and **Change Agents UK** are committed to:

* Promoting the welfare and protection of vulnerable adults in all activities.
* Ensuring staff and volunteers understand their safeguarding responsibilities and are fully trained to recognise and respond to safeguarding issues.
* Building an organisational culture of openness, trust, and respect where safeguarding concerns can be raised and dealt with appropriately.

We believe that:

* Every vulnerable adult, regardless of age, disability, gender, race, religion, or belief, has a right to be protected from all forms of abuse and neglect.
* Safeguarding is the responsibility of everyone in our organisations, and clear procedures must be followed if concerns arise.

## 4. Legal Framework

This policy has been developed based on legislation and guidance that seeks to protect adults at risk in England. This includes:

* The Care Act (2014).
* Safeguarding Vulnerable Groups Act (2006).
* Mental Capacity Act (2005).
* Equality Act (2010).
* Data Protection Act (2018) and GDPR.

## 5. Roles and Responsibilities

**Designated Safeguarding Leads (DSL)**:

* **PECT**: Stuart Dawks  
  Contact: Stuart Dawks@pect.org.uk, 01733 568408
* **Change Agents UK**: Lexie Jones  
  Contact: lexiejones@changeagents.org.uk, 01572 723419

Both organisations will:

* Ensure that every staff member and volunteer is aware of this policy and receives appropriate training in safeguarding vulnerable adults.
* Provide clear channels for reporting concerns and ensure that all safeguarding incidents are thoroughly investigated and followed up appropriately.
* Implement this policy in coordination with the organisation’s own safeguarding and other relevant policies.

## 6. Safeguarding Procedures

**6.1 Process for Reporting a Safeguarding Issue**

If a safeguarding issue involving an adult or vulnerable adult is identified, the following process must be followed:

1. **Immediate Action**:
   * If the vulnerable adult is in immediate danger, call 999.
   * For non-immediate dangers, the safeguarding concern must be reported to the Designated Safeguarding Lead (DSL) within 24 hours of identification.
2. **Reporting to the DSL**:
   * Complete a safeguarding report form with details of the concern, including the vulnerable adult involved and any actions taken. A copy can be found in **Annex A**
   * Submit the report to the DSL (or deputy DSL) via email or in person, ensuring confidentiality is maintained.
3. **DSL Responsibilities**:
   * Assess the concern and decide on the appropriate course of action, which may include:
     + Referring the case to **local adult safeguarding services**.
     + Contacting relevant safeguarding organisations.
     + Engaging the individual’s carers or family (if appropriate).
     + Reporting to the police in cases of suspected criminal activity.
4. **Record Keeping**:
   * The DSL will maintain detailed records of all actions taken, including communications with external agencies and the individual’s family, stored securely in line with GDPR.
5. **External Referral**:
   * If necessary, the DSL will make a referral to the local authority adult protection team, following local authority safeguarding guidelines.
   * In serious cases, the DSL may also involve the police or other law enforcement agencies.
6. **Support and Follow-Up**:
   * Both organisations are committed to supporting staff members involved in safeguarding processes and will provide appropriate counselling or advice where needed.
   * Staff who report concerns may receive feedback on the outcome of the issue from the DSL, depending on the nature of the findings.

**6.2 Responding to Disclosures:**

If a vulnerable adult discloses abuse:

* Listen calmly and attentively.
* Reassure them that they are doing the right thing by telling someone.
* Do not make promises of confidentiality, as the matter may need to be reported to the authorities.
* Record the disclosure factually, using the individual’s words as closely as possible, and report it to the DSL.

## 7. Prevent Duty and Radicalisation

Under the **Prevent Duty** as outlined in the **Counter-Terrorism and Security Act (2015)**, both **PECT** and **Change Agents UK** are responsible for helping to prevent individuals from being drawn into terrorism. We will:

* Promote shared values and create spaces for dialogue around British values.
* Raise awareness among staff and learners about the risks of radicalisation.
* Take swift action if any concerns about extremism arise.
* We will work with local multi-agencies including local authorities, to ensure a cohesive approach to safeguarding
* Further details on the prevent and radicalisation policy can be found in Annex B

## 8. Physical Contact and Professional Boundaries

Staff and volunteers must:

* Avoid unnecessary physical contact with vulnerable adults, unless it is to prevent harm or provide necessary care.
* Maintain professional boundaries and avoid any inappropriate behaviour.
* If working one-on-one with a vulnerable adult, ensure a risk assessment has been completed and follow the agreed safeguarding procedures.

## 9. Confidentiality and Information Sharing

All personal information regarding vulnerable adults will be treated confidentially. The sharing of information must be done responsibly and in line with **GDPR** and the **Data Protection Act (2018)**.  
Information will only be shared with:

* The appropriate authorities where there are safeguarding concerns.
* Relevant individuals on a need-to-know basis, ensuring that confidentiality is maintained where possible.

## 10. Safeguarding in Recruitment

Both organisations are committed to ensuring safe recruitment practices, including:

* Conducting **DBS checks** for all staff and volunteers working with vulnerable adults.
* Ensuring job descriptions specify safeguarding responsibilities and any necessary background checks.
* Offering employment only after satisfactory references and background checks are obtained.

## 11. Monitoring and Review

This policy will be reviewed annually or as required to ensure compliance with the latest safeguarding legislation and best practices.  
**Signatures**:

|  |  |
| --- | --- |
| For PECT:  Name: Stuart Dawks  Position: CEO  Signature: A black scribble on a white background  Description automatically generated  Date: 6th Feb 2025 | For Change Agents UK:  Name: Lexie Jones  Position: CEO  Signature:  Date: 6th Feb 2025 |

# ANNEX A - Safeguarding Alert Form

This form is intended for individuals reporting concerns about a learner who has disclosed abuse. Please complete it promptly and forward it to one or both of the Designated Safeguarding lead:

* Stuart Dawks: Stuart.Dawks@pect.org.uk
* Lexie Jones: lexiejones@changeagents.org.uk

Information shared with either Designated Safeguarding lead will be exchanged between both organisations to determine the appropriate course of action. PECT will maintain a record of this information.

If you do not have all the requested information, please complete the sections you can and submit the form within the same working day.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. YOUR DETAILS** | | | |
| Name |  | | |
| Position |  | | |
| Email |  | | |
| Phone |  | | |
| **2. DETAILS OF THE VULNERABLE LEARNER** | | | |
| Name |  | | |
| Address |  | | |
| Phone |  | | |
| **3. DETAILS OF THE ALLEGED PERPETRATOR** | | | |
| Name |  | | |
| Address |  | | |
| Phone |  | | |
| **4. PLEASE GIVE DETAILS OF THE INCIDENT OR DISCLOSURE.** Try to be as factual as possible, using the alleged victims own words. Detail any action taken (including medical intervention, etc). **Continue overleaf as necessary.** | | | |
| **Date:** | | **Time:** | **Location:** |
| **INCIDENT DETAILS** | | | |

When completed as fully as possible please forward to the designated Safeguarding Officer either

|  |  |
| --- | --- |
| **5. THIS FORM WAS SENT TO** | |
| Name |  |
| Address |  |
| Position |  |
| Date & Time |  |

To be completed by receiving worker

|  |  |  |
| --- | --- | --- |
| **5. RECEIVED BY** | | |
| Name |  | |
| Position |  | |
| Date |  | |
| Are you the Designated Safeguarding Officer Yes  No | | |
| Sent to statutory Agency Yes  No | | |
| Name of Agency | |  |
| Name of team within Agency | |  |
| Date & Time |  | |

# ANNEX b - Prevent and Radicalisation Policy

Resources:

* [**Prevent duty guidance: Local authority toolkit (publishing.service.gov.uk)**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1182802/Prevent_duty_guidance_toolkit_for_local_authorities.pdf)
* [**Making a referral to Prevent - GOV.UK (www.gov.uk)**](https://www.gov.uk/guidance/making-a-referral-to-prevent)
* [**Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)**](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting)
* [**Educate Against Hate - Prevent Radicalisation & Extremism**](https://www.educateagainsthate.com/)

**Prevent** is part of a Government initiative to develop a robust counter terrorism programme, CONTEST. Under the Counter-Terrorism and Security Act (2015) with particular relevance to the Prevent Duty, the Government has placed a duty on educational establishments to help prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism.The Prevent strategy seeks to:

* respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views;
* provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support;
* work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

Change Agents UK and PECT recognises that it has a responsibility to foster shared values, promote cohesion and focus on British values by:

* promoting and reinforcing shared values, creating a space for free and open debate, and listening to and supporting the learner’s voice.
* breaking down segregation among different learner communities including supporting inter-faith and inter-cultural dialogue and understanding, and engaging all learners in playing a full and active role in wider society;
* ensuring learner safety and that the learning arena is free from bullying, harassment and discrimination;
* providing support for learners who may be at risk and appropriate sources of advice and guidance;
* ensuring that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

In order to achieve these objectives, both organisations will concentrate on four areas:

* **Leadership and Values** – to provide an ethos which upholds core British values of shared responsibility, wellbeing for all learners and staff, assessors and internal quality assurers and promotes respect, equality, diversity and understanding as well as building confidence to deal with these issues.
* **Teaching and Learning** – to provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, through embedding equality, diversity, inclusion, wellbeing and community cohesion as well as promoting wider skills development such as the social and emotional aspects of learning.
* **Learner Support** – to ensure that staff, assessors and internal quality assurers are confident and take preventative and responsive steps through establishing strong and effective rapport with learners, listen to what is happening in the learning environment and challenge bullying and discriminatory behaviour.
* **Managing Risks and Responding to Events** – by understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the organisations; understanding and managing potential risks from external influences; ensuring measures are in place to minimise the potential for acts of violent extremism within the learning environment; ensuring plans are in place to respond appropriately to a threat or incident and developing effective ICT security and responsible user policies.

**Key risks to be Aware of Within our Context**

Left-Wing, Anarchist and Single-Issue Terrorism (LASIT) is a category of terrorism that encompasses a wide range of ideologies. It includes those from the political left-wing as well as anarchists who seek to use violence to advance their cause in opposition to the capitalist system. It also includes those with single-issue grievances who seek to use violence in opposition to a specific policy or practice. In order to meet the terrorism threshold as defined in the Terrorism Act (TACT 2000), violence must be intended or used to influence the government or intimidate the public in support of an ideology. Therefore, much of LASI activity falls below the terrorism threshold. There are currently no left-wing, anarchist or single-issue proscribed organisations in the UK and the majority of LASI activity continues to fall below the terrorism threshold.

All staff should look out for concerning changes in behaviour and report them to the designated safeguarding lead (DSL). Advice on how to talk to learners with low-risk behaviours can be found in the resources above.

**Low risk**

Low risk means there’s no evidence to suggest the learner is susceptible to radicalisation into terrorism. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

**Low risk behaviours include:**

* holding strong opinions or values (non-violent or non-extremist);
* criticising government policies;
* adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
* being active on social media;
* taking a keen interest in national and international affairs;
* demonstrating support and supporting causes, for example animal rights (non-violent);
* showing new interest in a political ideology or religion;
* holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation).

Where there is low risk, you should think about:

* talking informally to the learner about the changes in their behaviour;
* providing an opportunity to debate controversial issues in a safe space;
* offering information about how to keep safe online.

**At risk behaviour includes:**

* being drawn to conspiracy theories;
* beginning to isolate themselves from family and friends;
* viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet;
* expressing concerns about being victimised, for example feeling under attack;
* discriminating against other individuals or groups of people;
* a sudden change in behaviour;
* showing interest in extremists or extreme groups;
* expressing views that divide us, for example talking about ‘us’ and ‘them’.

If you think a learner is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

* talk to the learner in a safe space - see how to speak to a learner susceptible to radicalisation;
* talk to the parents or carers (if under 18) about your concerns - see ‘informing the child, young person, parents or carers’ in making a referral to Prevent;
* make a holistic assessment of vulnerability, examining risk and protective factors as set out in ‘working together to safeguard children’.

**High risk, criminal behaviour includes:**

High risk means a learner is at significant risk. There’s evidence that they’re currently exposed to terrorist or extremist activity and there’s a significant risk to their safety. **If they’re showing high risk, criminal behaviour, tell the police immediately.**

* verbally or physically attacking someone due to their race, religion, sexuality and so on;
* committing violent acts guided by a violent extremist ideology or group;
* taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on);
* having a ‘kill list’ or detailed plan to carry out mass violence;
* producing or sharing terrorist material offline or online;
* recruiting others to a proscribed terrorist group or organisation.

Tell the police immediately if you think a learner:

* is about to put themselves or others in immediate danger;
* appears to be involved in planning to carry out a criminal offence.

All relevent staff should undertake Prevent awareness course:

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