

United Learning Group Safeguarding Policy and Procedural Guidance for Apprenticeship Scheme

Scope

This United Learning Group Safeguarding Policy and Procedural Guidance sets out the key roles and responsibilities for safeguarding, as applied to all United Learning Central Office employees and apprentices enrolled on our Level 3 programmes.

This document provides a framework for ensuring consistency and accountability for safeguarding and outlines the key controls that are applied by the Group. This information is communicated to all central office staff and apprentices at Induction and is available on the United Learning Hub.

As a values-led organisation our values of ambition, confidence, creativity, respect, enthusiasm and determination are key to our purpose and underpin all that we do.

This document should be viewed in conjunction with other United Learning policies and guidance, available on the Hub and on our Apprenticeship provider website: <https://apprentice.unitedlearning.org.uk/about-us/our-policies> ; in particular:

- Staff Student Relationship and communications including the use of social media
- Acceptable Use of Technologies Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Safeguarding Children – HR Procedural Guidance
- Data Protection Guidance (GDPR)
- Safeguarding and Child Protection Policy and Procedures (Template) for Academies / Independent Schools/Nurseries

This document should also be viewed in conjunction with the following statutory guidance and legislation; and Ofsted/ISI inspection requirements, as set out in:

- What to do if you are worried a child is being abused – Advice for Practitioners, DfE, March 2015
- Working Together to Safeguarding Children, 2018
- Inspecting safeguarding in early years, education and skills settings (September 2019)
- Keeping Children Safe in Education (September 2022, DfE).
- Ofsted inspections: www.ofsted.gov.uk
- ISI inspections: www.isi.net

1. Objectives

1.1 United Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff,volunteers and apprentices to share this commitment.

1.2 United Learning’s vision of providing an excellent education is enhanced by ensuring robust safeguarding policies and procedures create a safe learning environment.

1.3 United Learning's safeguarding policies and procedures provide all central office and school-based employees and apprentices with clear guidelines to adhere to; promoting a strong and consistent safeguarding culture and ethos across the organisation.

1.4 United learning places great emphasis on being a values-led organisation with an ethos established to bring hope and aspiration to the communities we serve in our schools.

2.Trustees

2.1 Trustees hold ultimate accountability for safeguarding. Trust Board level roles and responsibilities are met as follows:

- There is a named Trustee and a named Director for Safeguarding, who report to, and act on behalf of the Board.
- Safeguarding is on the agenda of every Trust Board meeting and the Lead Safeguarding Officer provides a Welfare and Child Protection Report for each meeting.
- The template Safeguarding Policies used by all United Learning Schools, commissioned from the Group's legal advisers, are reviewed and ratified by the Board annually.

2.2 Day to day safeguarding responsibilities of the Trust are delegated to: The Director with responsibility for Safeguarding, The Safeguarding Lead, Central Office Teams, Schools and Local Governing Bodies, as follows:

- The Safeguarding Lead, under the line management of the Director for Safeguarding, is responsible for the development and delivery of the strategic safeguarding plan for the Group and confirming that safeguarding policies and procedures in all our schools are effective.
- Central Office staff and teams fulfil the core roles and responsibilities of risk management, safer recruitment, online safety, training, internal audit.
- In relation to our direct work with schools, this is achieved through the following;
 - Safeguarding Audits and Peer Reviews.
These are completed on a three-year cycle (and/or need), responding to priorities identified by Regional Directors e.g. due diligence visits for new schools within the joining the Group; in response to safeguarding concerns etc.
 - Safeguarding Audits and Peer Reviews include RAG rated action plans, which schools are required to respond to within 10 working days.
 - Each term, schools are required to provide contextual data about vulnerable groups
 - The Head Teacher Annual Safeguarding checklist, which includes key aspects of compliance. Headteachers are required to confirm arrangements and review this document with Regional Directors at T1 meetings.
 - Ongoing support and challenge in relation to meeting statutory guidance. (I.E. KCSIE September 2022, Working Together to Safeguarding Children 2018, and related guidance and legislation; and to Ofsted/ISI inspection criteria).
- The Local Governing Body of each school, working with the Head Teacher and Designated Safeguarding Lead, approves the school safeguarding policy, ensuring that it meets local authority safeguarding requirements.

3. Risk Management

3.1 United Learning has no appetite for risk in relation to child protection and regularly reviews the risk register to ensure risk is effectively mitigated.

3.2 United Learning's Executive Team, alongside the Risk and Audit Committee monitors and reviews the findings of the Internal Audit of Safeguarding.

3.3 The Welfare and Child Protection Report provides Trustees with regular updates of progress against the strategic plan and, data relating to safeguarding cases, including those involving members of staff and apprentices.

3.4 United Learning takes seriously all safeguarding concerns and allegations received and takes appropriate action:

- See relevant section(s) of 'Safeguarding and Child Protection Policies and Procedures' template document - *SAFEGUARDING CONCERNS AND ALLEGATIONS MADE ABOUT STAFF, INCLUDING SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS and CONCERNS THAT DO NOT MEET THE HARM THRESHOLD/LOW – LEVEL CONCERNS POLICY*
- Requirements for Early Years Foundation Stage (EYFS) children: Ofsted must be informed as soon as is reasonably practicable, but at the latest within 14 days of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

3.5 Where a concern or allegation does not reach the threshold for local authority (LADO) and/or police involvement, United Learning will require the school to follow their low-level concerns policy and where necessary conduct an internal review, which, depending on the outcome, may lead to an internal investigation by members of Central Office staff; in order that any learning can improve future safeguarding arrangements.

3.6 Following any Safeguarding Practice Review that involves a child from a United Learning School or Nursery, United Learning will undertake an internal review.

3.7 Where a concern or allegation is identified as a complaint, it will be managed through the United Learning Complaints Policy.

3.7 United Learning ensures that it complies with the requirements of the General Data Protection Regulation (GDPR) and associated data protection law. See: United Learning Hub for relevant policies and guidance.

4. Safer Recruitment

4.1 All United Learning employees, including Central Office staff; and Trustees and Governors, who work in a voluntary capacity, are recruited in line with Safer Recruitment requirements, set out in Keeping Children Safe in Education, 2022. A record that appropriate checks have been carried out and are satisfactory, is maintained on the Single Central Register (SCR).

4.2 Full details of safer recruitment procedures for checking the suitability of staff, and volunteers to work with children and young people is set out in the following United Learning policies, and guidance, which are available on the Hub:

- Recruitment and Selection Policy
- Safeguarding Children – HR Procedural Guidance
- LGB Handbook; and
- Guidance: Trustees - Recruitment, Appointment, and Removal Process.

4.2 Central Office employees involved in the recruitment process are required to complete safer recruitment training and, at least one person on every recruitment panel must have the appropriate training. This training provides valuable information on a safer school culture, and advice and guidance to strengthen safeguards against employing unsuitable people to work in schools. Training will help demonstrate that effective recruitment and selection processes are in place that ensure learners are both well-taught and protected.

From January 2010, legislation requires at least the Head Teacher and one governor from every school complete safer recruitment training. Ofsted will review implementation standards through a self-evaluation form. (For details of Safer Recruitment Training, see Section 6: Training).

5. Online Safety

5.1 United Learning requires all staff and volunteers to complete an annual declaration regarding the Acceptable Use of Technology. Completion of this is requested alongside the completion of the annual declaration attached to the Staff Student Relationship Letter, which is issued by HR.

5.2 All Central Office staff who visit schools must ensure that any mobile phone or mobile device are switched off whilst moving around the school and only used in areas that are agreed by staff that you are meeting with, in accordance with the school's policies and procedures.

5.3 No phones or mobile devices are to be used in EYFS.

6. Training

6.1 The Best in Everyone induction conferences for employees new to United Learning provide a brief introduction to Safeguarding.

6.2 United Learning requires all school staff to complete appropriate Safeguarding Induction training, followed by training matched to staff roles and responsibilities, (e.g. Designated Safeguarding Lead – DSL) which is identified in individual school's Safeguarding Policies.

6.3 United Learning requires a minimum of two members of the Local Governing Body to have completed Safer Recruitment training and it is recommended that the Chair, as well as all governors and trustees receiving appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

6.4 The statutory requirement for schools is that training must be regularly updated, as follows:

- Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) – every two years
- Whole school – regularly (required a minimum of every three years)
- All staff (including DSLs) should also undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, e-bulletins and staff meetings.
- Safer Recruitment – there is no statutory requirement but, all safeguarding training needs to be updated annually, a common sense approach is that safer recruitment training should also be reviewed at this time. As a minimum, it is recommended that the training is renewed every three years.
- All governors and trustees receiving appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

6.5 United Learning requires Central Office staff to complete appropriate training, co-ordinated by the Learning and Development Manager. This includes:

- Induction training - All staff are required to complete online Child Protection training within one month of commencing employment at United Learning' together with the completion of declarations prior to employment commencing. On commencement in post, they will receive access to Hub in order to read relevant policies and procedural guidance.
- Online Child Protection Training (Level 3 equivalent) – for the Director with responsibility for Safeguarding; and the Safeguarding Lead
- Online Child Protection Training (Level 1 equivalent); and reading Keeping Children Safe in Education Part 1 - for all central office staff. Completion of this training forms part of an employee's probationary period review.
- Online Safer Recruitment Training – for Central Office staff involved in selection and recruitment.
- Central Office staff may wish to complete additional online safeguarding modules. (E.g. Regional Directors may wish to complete Advanced Child Protection Training).

6.6 Whilst there are no statutory requirements placed on Central Office staff working for Multi-Academy Trusts, for the completion of safeguarding training, it is recognised that this should reflect (where possible) the requirements placed on schools. United Learning therefore requires staff to complete and update their training, in line with their responsibilities.

6.7 Training Logs are kept detailing what safeguarding training individual school staff, governors and volunteers have undertaken, the date it was completed, the expiry date, the level and details of any accreditation (if applicable). With effect from February 2015, it is Group policy that all Child Protection training, including the date completed, should be recorded on the Single Central Record.

7. Schools and Nurseries Safeguarding Policy and Procedures

7.1 United Learning Academies, Independent Schools and Nurseries are required to publish their own version of the United Learning Safeguarding Children and Child Protection Policy and Procedures template. They are required to personalise and localise it to meet local authority requirements.

7.2 When working in United Learning Schools, Central Office staff are required to:

- Adhere to the published Safeguarding Policy and Procedures of that school
- Immediately report any safeguarding concerns, that they become aware of, in accordance with the stated arrangements of that school and,
- Notify the Safeguarding Lead for United Learning, or the Regional Director for the school of these concerns.

7.3 On arrival at a United Learning school, Central Office staff must:

- Sign in at Reception and show their ID card, which includes the number of their enhanced DBS check.
- Read any safeguarding literature provided, or displayed in Reception, by the school and be advised of any planned fire drills on the day of their visit.

8. Scrutiny - Education Standards and Performance Committee Meeting

8.1 The UL Safeguarding Lead presents a safeguarding report to the termly Education Standards and Performance Committee. The report focuses on: the current context for UL schools, effectiveness of safeguarding arrangement and any current risks. It provides trustees with the opportunity to assess, scrutinise and challenge current safeguarding processes and procedures.

9. Safeguarding Complaints

9.1 If a complaint or concern about the effectiveness of safeguarding practice in a UL/UCST school or nursery is made direct to the UL central office it should be passed immediately to both the UL Safeguarding Lead and the Head of Safeguarding so that further decisions can be made as to how best to respond. Responses may include:

- Passing the complaint to the school to manage via their complaints processes.
- The UL Safeguarding lead making enquiries with the complainant and the school to assess any intervention(s) required by the UL Central Office.

Appendices

The following documents accompany this policy:

- Appendix 1: Meeting Safeguarding Children Inspection Requirements
- Appendix 2: Central Office Staff and Trustees Single Central Record Letter
- Appendix 3: United Learning Head Teacher’s Annual Safeguarding Children Checklist (September 2021)
- Appendix 4: Adult Safeguarding Policy

Version number:	1.1		Target Audience:	Central Office staff
UCST/ULT/Both:	N/A (Central Office and apprentices)		Reason for version change:	N/A
Date First Authorised & Issued:	September 2020		Name of owner/author:	Frazer Smith, Safeguarding Lead
Date Last Amended & Issued:	October 2022		Name of individual/department responsible:	Darran Ellison-Lee, Director with responsibility for Safeguarding
Next review date:	September 2023			

Appendix 1: Meeting Safeguarding Children Inspection Requirements

Adjusted extract from Safeguarding Children - HR Procedural Guidance:

- 1 Adherence to the safeguarding legislation will form part of the inspectorate's judgement of the school and academy's overall performance. The guidance set out in Keeping Children Safe in Education (September 2022), and any subsequent updates, should be adhered to and the elements detailed below are being given greater significance during Ofsted and ISI inspections. For further information on the guidelines that Ofsted Inspectors are working to see the Ofsted publication "Inspecting safeguarding in early years, education and skills settings" (September 2019)
- 2 Every school and academy should be able to provide to the Inspectors the following information at the start of the inspection:
 - a) Evidence of safe recruitment practices and that all children are safe, i.e. the Single Central Record along with the associated documentation and evidence of staff members having undertaken the relevant training.
 - b) Name of the designated safeguarding lead (DSL). The DSL should be a senior member of School's leadership team designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with Central Office and working with other agencies. A deputy must be available to act in their absence. A School's DSL should undertake safeguarding training every two years and their knowledge and skills should be refreshed at regular intervals, but at least annually. The training should include inter-agency working provided by, or to standards agreed by, the Local Safeguarding Children Board.
 - c) Child Protection Policy and procedures, including procedures for dealing with allegations of abuse against an employee or volunteer, which are reviewed annually.
 - d) Training record demonstrating that all staff are trained, and all staff, governors and volunteers are familiar with safeguarding policies and procedures. With effect from February 2015, all safeguarding training should be recorded on the Single Central Record.
 - e) Policies on bullying and harassment, including cyber-bullying.
 - f) Records of incidents of bullying and harassment.
 - g) Policies on online safety.
 - h) Log of racist incidents.
 - i) Accident book.
 - j) Procedures to protect vulnerable pupils.
 - k) Health and Safety policy, including educational visits policy, sample risk assessments, fire policy, first aid policy, etc. *(Please liaise with the Central Office Health and Safety Manager for definitive guidance on your health and safety responsibilities).*
- 3 Heads Teachers are encouraged to consider the list above and conduct a self-assessment audit to ascertain whether or not their School can meet all the requirements listed and take immediate action to remedy any shortfalls.
- 4 Central Office and the Safeguarding Lead conduct regular monitoring to ensure compliance and to assist schools where shortfalls exist.

Appendix 2: Central Office Staff and Trustees Single Central Record Letter

17 October 2022

All United Learning Academies and Independent Schools

In order to ensure that, as a group, we are compliant with statutory legislation and our own Safeguarding Children Guidelines, it is now a requirement that 'United Learning' is entered onto every school's Single Central Record, to confirm that the required vetting checks have been completed.

United Learning central office staff and Trustees do not need to be recorded individually on every school's SCR because this information is checked and held centrally. Schools do not need to manage these checks locally or see evidence of the checks. The physical evidence required has been verified by the HR department within central office.

If challenged about this during an inspection, schools should contact the HR Services Team within central office who will be able to supply the necessary information promptly on the day.

In addition, schools must undertake an identity check of all central office staff and Trustees on arrival, should they visit the school. These individuals should produce an identity badge, complete with photograph, confirming their Name, Job Title, DBS no. and Issue Date.

This letter provides written confirmation that the following checks are completed for all United Learning central office staff who, in the course of their employment, may visit any of our Academies and/ or Independent Schools. This letter also provides confirmation that the relevant checks marked below (*) are completed for all United Learning Trustees:

- An enhanced DBS check*;
- Barred List Check*
- Appropriate further checks for individuals who have **ever** lived or worked abroad or, where this has not been possible, additional references sought*;
- A check for the Right to Work in the UK and related compliance*;
- Evidence of identity and address*;
- Disqualification from Management (Section 128 direction), where applicable to the role*;
- Certificates of qualification, if a qualification is a legal requirement for the post;
- Where relevant, satisfactory Disqualification declarations for those who regularly attend Primary / Early Years Settings;
- Two satisfactory references in respect of each employee or appropriate risk assessment*;
- Pre-employment medical check to confirm fitness for role or appropriate risk assessment.

Jon Coles

**Chief Executive
United Learning**

**Appendix 3 - United Learning Head Teacher's Annual Safeguarding Children Checklist
(September 2022)**

Appendix 4: Adult Safeguarding Policy

As United Learning is also an Apprenticeship Provider it is imperative that all staff involved with apprenticeship delivery consider how we safeguard our adult learners/apprentices.

This policy applies to all people working or volunteering with adults/apprentices through United Learning's apprenticeship provider and it is everybody's responsibility to safeguard and promote the wellbeing and independence of adults within the organisation and who are experiencing, or at risk of abuse or neglect.

United Learning is committed to creating a culture of zero-tolerance of harm to adults which necessitates: the recognition of adults who may be at risk and the circumstances which may increase risk; knowing how adult abuse, exploitation or neglect manifests itself; and being willing to report safeguarding concerns.

United Learning believes everyone has the right to live free from abuse or neglect regardless of age, ability or disability, sex, race, religion, ethnic origin, sexual orientation, marital or gender status.

This extends to recognising and reporting harm experienced anywhere, including within our activities, in the community, and in the person's own home. **United Learning** is committed to creating and maintaining a safe and positive environment and an open, listening culture where people feel able to share concerns without fear of retribution.

United Learning recognises that health, well-being, ability, disability and need for care and support can affect a person's resilience. We recognise that some people experience barriers, for example, to communication in raising concerns or seeking help. We recognise that these factors can vary at different points in people's lives.

United Learning recognises that there is a legal framework to safeguard adults who have needs for care and support and for protecting those who are unable to take action to protect themselves and will act in accordance with the relevant safeguarding adult legislation and with local statutory safeguarding procedures.

1. Purpose

The purpose of this policy is to outline the principles and definitions that underpin adult safeguarding work and to describe the statutory duties set out under the Care Act 2014.

2. Scope

This policy sets out the responsibilities of [United Learning](#) to protect adults from abuse or neglect.

The safeguarding duties apply to any adult 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.

3. Legal Framework

This policy has been developed within the context of the law and guidance that seeks to protect adults including (but not exhaustive):

- [The Care Act 2014](#)

The Act's principles are:

- **Empowerment** - People being supported and encouraged to make their own decisions and informed consent.
- **Prevention** – It is better to take action before harm occurs.
- **Proportionality** – The least intrusive response appropriate to the risk presented.
- **Protection** – Support and representation for those in greatest need.
- **Partnership** – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- **Accountability** – Accountability and transparency in delivering safeguarding.

- [Care Act 2014 Statutory Guidance](#)
- The [Mental Capacity Act 2005](#) (including Deprivation of Liberty Safeguards)
- The [Human Rights Act 1998](#)
- The [Equality Act 2010](#)
- [Mental Health Act 1983](#) and the [Code of Practice 2015](#)
- [Serious Crime Act 2015](#)
- [Modern Slavery Act 2015](#)
- [Criminal Justice and Courts Act 2015](#)
- [Statutory Guidance on Female Genital Mutilation](#)

4. What we mean by 'Adult Safeguarding'

The Care Act 2014 Guidance defines safeguarding as protecting an adult's right to live in safety, free from abuse and neglect. It further states that it is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. Within this context, the guidance recognises that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.

Abuse and neglect can take many forms and it is important that staff working in all organisations should not be constrained in their view of what constitutes abuse or neglect, and the circumstances of an individual case should always be considered.

It should be emphasised however that safeguarding procedures are not a substitute for:

- Providers' responsibilities to provide safe and high-quality care and support;
- The core duties of the police to prevent and detect crime and protect life and property.

Abuse or Neglect may be:

- a single act or repeated acts
- multiple in form
- an deliberate act of neglect or a failure to act.
- an opportunistic act or a form of serial abusing where the perpetrator seeks out and grooms the individual(s)

The Department of Health and Social Care Statutory Guidance issued under the Care Act 2014 sets out the different types and patterns of abuse and neglect, though stresses that the list is not exhaustive, and describes the different circumstances in which they may take place.

Physical Abuse	Financial or Material Abuse
Including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.	Including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
Sexual Abuse	Psychological Abuse
Including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.	Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Modern Slavery	Discriminatory Abuse
Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.	Including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
Organisational Abuse	Neglect and Acts of Omission
Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.	Including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating
Self-Neglect	Domestic Abuse
This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can be, but not limited to: psychological, sexual, financial and emotional.

5. General Principles

- Everyone is aware of the safeguarding adult procedures and knows what to do and who to contact if they have a concern relating to the welfare or wellbeing of an adult.
- Any concern that an adult is not safe is taken seriously, responded to promptly, and followed up in line with this Policy and Procedures.
- The well-being of those at risk of harm will be put first and the adult actively supported to communicate their views and the outcomes they want to achieve. Those views and wishes will be respected and supported unless there are overriding reasons not to.
- Any actions taken will respect the rights and dignity of all those involved and be proportionate to the risk of harm.
- Confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored in line with our Data Protection Policy and Procedures.
- **United Learning** will cooperate with the Police and the relevant Local Authorities in taking action to safeguard an adult.
- **United Learning** uses safe recruitment practices and continually assesses the suitability of volunteers and staff to prevent the employment/deployment of unsuitable individuals in this organisation and within the supporting community.

- [United Learning](#) shares information about anyone found to be a risk to adults with the appropriate bodies. For example: Disclosure and Barring Service, Services, Police, Local Authority/Social Services.
- Actions taken under this policy are reviewed by the Board on an annual basis.

6. Responding to a Safeguarding Concern

Everyone should follow these procedures should they have a safeguarding concern about an adult:

- Inform your Designated Safeguarding Lead and ensure a record is made of the concern and passed to the DSL so this can be stored confidentially (in the appropriate section of the adult's human resources file)
- The DSL should then refer to the local safeguard adult procedures for their geographical area/local safeguarding adult board and follow these.
- Records should be kept of any actions taken, decisions made and the rationale for these.
- The DSL should inform the United Learning Safeguarding lead of the concern and the actions/decisions taken (as part of case management).

The United Learning Safeguarding Lead is:

Frazer Smith

Frazer.smith@unitedlearning.org.uk

07826934336

7. Signs and Indicators of Abuse and Neglect

An adult may confide to a member of staff or another participant that they are experiencing abuse inside or outside of the organisation's setting. Similarly, others may suspect that this is the case.

There are many signs and indicators that may suggest someone is being abused or neglected. There may be other explanations, but they should not be ignored. The signs and symptoms include but are not limited to:

- Unexplained bruises or injuries – or lack of medical attention when an injury is present.
- Person has belongings or money going missing.
- Person is not attending. You may notice that an adult is not attending work.
- Someone losing or gaining weight / an unkempt appearance.
- A change in behaviour.
- Self – Harm.
- A disclosure.

8. Mental Capacity and Decision Making

We make many decisions every day, often without realising. UK Law assumes that all people over the age of 16 can make their own decisions, unless it has been proved that they cannot. It also gives us the right to make any decision that we need to make and gives us the right to make our own decisions even if others consider them to be unwise.

We make so many decisions that it is easy to take this ability for granted. The Law says that to make a decision we need to:

- Understand information.
- Remember it for long enough.
- Think about the information.
- Communicate our decision.

A person's ability to do this may be affected by things such as learning disability, dementia, mental health needs, acquired brain injury and physical ill health.

Most adults can make their own decisions given the right support however, some adults with care and support needs have the experience of other people making decisions about them and for them.

If someone has a disability that means they need support to understand or make a decision this must be provided. A small number of people cannot make any decisions. Being unable to make a decision is called "lacking mental capacity". Mental capacity refers to the ability to make a decision at the time that decision is needed. A person's mental capacity can change. If it is safe/possible to wait until they are able to be involved in decision making or to make the decision themselves.

The principles are:

- We can only make decisions for other people if they cannot do that for themselves at the time the decision is needed.
- If the decision can wait, wait – e.g. to get help to help the person make their decision or until they can make it themselves.
- If we have to make a decision for someone else, then we must make the decision in their best interests (for their benefit) and take into account what we know about their preferences and wishes.
- If the action we are taking to keep people safe will restrict them then we must think of the way to do that which restricts their freedom and rights as little as possible.

9. Sources of Information and Support

Action on Elder Abuse

A national organisation based in London. It aims to prevent the abuse of older people by raising awareness, encouraging education, promoting research and collecting and disseminating information.

Tel: 020 8765 7000

Email: enquiries@elderabuse.org.uk

www.elderabuse.org.uk

Men's Advice Line

For male domestic abuse survivors

Tel: 0808 801 0327

National LGBT+ Domestic Abuse Helpline

Tel: 0800 999 5428

National 24Hour Freephone Domestic Abuse Helplines

Tel: 0808 2000 247

www.nationaldahelpline.org.uk/Contact-us

Rape Crisis Federation of England and Wales

Rape Crisis was launched in 1996 and exists to provide a range of facilities and resources to enable the continuance and development of Rape Crisis Groups throughout Wales and England.

Email: info@rapecrisis.co.uk

www.rapecrisis.co.uk

Respond

Respond provides a range of services to victims and perpetrators of sexual abuse who have learning disabilities, and training and support to those working with them.

Tel: 020 7383 0700 or

0808 808 0700 (Helpline)

Email: services@respond.org.uk

www.respond.org.uk

Stop Hate Crime

Works to challenge all forms of Hate Crime and discrimination, based on any aspect of an individual's identity. Stop Hate UK provides independent, confidential and accessible reporting and support for victims, witnesses and third parties.

24 hours service:

Telephone: 0800 138 1625

Web Chat: www.stophateuk.org/talk-to-us/

E mail: talk@stophateuk.org

Text: 07717 989 025

Text relay: 18001 0800 138 1625

By post: PO Box 851, Leeds LS1 9QS



Susy Lamplugh Trust

The Trust is a leading authority on personal safety. Its role is to minimise the damage caused to individuals and to society by aggression in all its forms – physical, verbal and psychological.

Tel: [020 83921839](tel:02083921839)

Fax: [020 8392 1830](tel:02083921830)

Email: info@suzylamplugh.org

www.suzylamplugh.org

Victim Support

Provides practical advice and help, emotional support and reassurance to those who have suffered the effects of a crime.

Tel: [0808 168 9111](tel:08081689111)

www.victimsupport.com

Women's Aid Federation of England and Wales

Women's Aid is a national domestic violence charity. It also runs a domestic violence online help service.

www.womensaid.org.uk/information-support

United Learning Apprenticeships also provides resources, advice and guidance direct to its apprentices through a dedicated Twitter account: https://twitter.com/UL_Apprentices

