



# Linden Lodge School

Provider of specialist education since 1903

Title:	Safeguarding Adults at Risk Policy		
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Lead Staff:	Designated Safeguarding Lead		
Support:	Co-Headteacher		
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3	Policy update	Updated legislation	Autumn 2022
LINKED INTERNAL DOCUMENTS:			
LINKED EXTERNAL DOCUMENTS:			

## Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact [Co-Headteachers@lindenlodge.wandsworth.sch.uk](mailto:Co-Headteachers@lindenlodge.wandsworth.sch.uk)

## Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

## **Aims**

This policy needs to be read in conjunction with the school's Safeguarding and Child Protection Policies including KCSIE 2022.

The school refers to the following policies and procedures:

- London Multi-Agency Adult Safeguarding Policy and Procedures
- Safeguarding Adults Board
- Community Multi Agency Risk Assessment Panel

CMARAP works in partnership with other organisations to consider cases of adults who remain at high risk of harm despite previous intervention efforts

## **This policy**

### **The Four Rs**

**R**ecognise the signs and indicators of abuse

**R**espond as soon as possible

**R**ecord factually everything that you have heard, was said or any actions

**R**efer to the Designated Safeguarding Lead and / or appropriate person

Safeguarding Contact: [Safeguarding@lindenlodge.wandsworth.sch.uk](mailto:Safeguarding@lindenlodge.wandsworth.sch.uk)

**Name of Designated Safeguarding Lead:** Sarah Norris

### **Early Help**

Linden Lodge School recognises that providing early help is more effective in promoting the welfare of children and young people. Early help means providing support as soon as a problem emerges at any point in a child's life.

### **Safeguarding Alert Process**

If members of staff have any concerns, witness any inappropriate conduct or practice in relation to a child or young person the following actions should be taken.

### **Member of Staff to Alert**

If immediate safety is identified report concern to the DSL immediately on x238 or another member of the Safeguarding team as indicated on signs throughout the school. Any concerns must be reported on to My Concerns. Any member of staff can make a referral to children's / Adults Social Care. If the referral is made by someone other than the DSL the DSL must be informed immediately.

## **DSL Referral**

The DSL will log the details on the central safeguarding register, review the concern and clarify initial information to inform the decision, establish the level of concern and consider the course of action. Such action may include early help or referral to Children's/Adults Social Care

For Wandsworth Children Tel MASH on 020 8871 6622 and 020 8871 6000 after hours/ or the MASH of the home authority of student

For Wandsworth Adults Tel: 020 8871 7707 or email [accessteam@wandsworth.gov.uk](mailto:accessteam@wandsworth.gov.uk) and home authority of student if required

If criminal abuse is involved contact the police on 101

## **Internal Process**

If it is decided that a referral is not required the DSL will keep the matter under review and consideration given to a referral to children or adult social care if the situation does not improve

Staff need to use normal referral processes where there are concerns about those who may be at risk of terrorism

## **External Process**

Decision whether to investigate under Safeguarding procedures. Reference to KCSIE 2022 and Working Together to Safeguard Children 2015 will underpin the process.

All actions must be considered in conjunction with Wandsworth Safeguarding Adults Service : Framework for Partnership in responding to Safeguarding Adults Concerns. Harm Levels Guidance for Provider Services : Single Agency or Multi Agency Response

## **Who may need safeguarding?**

Linden Lodge School provides education to pupils up to the age of 19 years through both day and residential contexts. Pupils at the school include vulnerable adults who may not be able to take care of or protect themselves from abuse or exploitation and may be at additional risk. Pupils have a range of learning difficulties and disabilities such as multi-sensory impairment, autism, sensory processing difficulties, behaviours of concern, profound and multiple learning difficulties and complex medical needs.

Linden Lodge School will not tolerate the abuse of adults in any of its forms and is committed to safeguarding adults with care and support needs from harm.

## **Abuse can take place anywhere. Abuse can be committed by anyone.**

This policy outlines the steps Linden Lodge School will make to safeguard an adult with care and support needs if they are deemed to be at risk or at risk.

This policy sets out the roles and responsibilities of Linden Lodge School in working together with other professionals and agencies in promoting the adult's welfare and safeguarding them from abuse and neglect. The school is committed to adhering to the policies and procedures outlined by the Adult Safeguarding Board in Richmond and Wandsworth.

Linden Lodge School will ensure that decisions made will allow adults to make their own choices and include them in any decision making. Linden Lodge School will also ensure that safe and effective working practices are in place.

This policy reflects the school's core values:

Teamwork

Respect for the individual

Professionalism

Kindness

Solution focused

This policy is intended to support staff and volunteers working within Linden Lodge School to understand their role and responsibilities in safeguarding adults. All staff and volunteers are expected to follow this policy.

The key objectives of this policy are for all employees and volunteers of Linden Lodge School to:

- be clear about their responsibility to Safeguard adults
- ensure the necessary actions are taken where an adult with care and support needs is deemed to be at risk

Pupils and parents in our community have high dependency levels and rely on the trust, respect and integrity of staff for their safety and protection both in the school and residential setting. We are committed to working in partnership with children, vulnerable adults, parents, carers and external agencies to protect children and young people.

This policy is based on:

- London Multi-Agency Adult Safeguarding policy and procedures
- Safeguarding Adults Board (Richmond and Wandsworth)
- Community Multi Agency Risk Assessment Panel

Under the Human Rights Act 1998, everyone has the right to live free from abuse and neglect. <https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

It is the purpose of this policy to ensure that all staff have ready access to information and guidance to enable them to deal confidently and appropriately with any issue concerned with abuse. Safeguarding is the responsibility of everyone in our community. Children and young people have a right to protection. This is particularly relevant in relation to children and young people with severe and complex sensory impairment and profound multiple learning needs who due to their disabilities are at a higher risk.

### **What is Safeguarding adults?**

*‘Safeguarding means protecting an adult’s right to live in safety, free from abuse and neglect. 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. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.’*

*Care and Support Statutory Guidance, Department of Health, updated February 2017*

**Significant Harm definition** – A child/ young person is considered to be harmed significantly or at risk of significant harm when the basic rights and needs of the child or young person / adult are not being met

**Adult at Risk definition** – An adult at risk is any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and or support ( Care Act 2014)

**Mental Capacity definition** – The Mental Capacity Act 2005 came into force in England and Wales in 2007. The Act aims to empower and protect people who may not be able to make some decisions for themselves. The Act applies to anyone aged 16 or over in England and in Wales. It protects people with mental health problems as well as people with dementia, learning disabilities, or stroke or brain injuries. The Mental Capacity act sets out in law what happens when people are unable to make a particular decision.

All adults should be able to live free from fear and harm. But some may find it hard to get the help and support they need to stop abuse.

An adult may be unable to protect themselves from harm or exploitation due to many reasons, including their mental or physical incapacity, sensory loss or physical or learning disabilities. This could be an adult who is usually able to protect themselves from harm but maybe unable to do so because of an accident, disability, frailty, addiction or illness.

Linden Lodge School adheres to following the six key principles that underpin safeguarding work (See Care Act guidance)

- Empowerment
- Prevention
- Proportionality
- Protection
- Partnership
- Accountability

Linden Lodge School will not tolerate the abuse of adults in staff and volunteers should ensure that their work reflects the principles above and ensure the adult with care and support needs is involved in their decisions and informed consent is obtained. Linden Lodge School should ensure that the safeguarding action agreed is the least intrusive response to the risk. Partners from the community should be involved in any safeguarding work in preventing, detecting and reporting neglect and abuse. Linden Lodge School should be transparent and accountable in delivering safeguarding actions.

### **What is Making Safeguarding Personal (MSP)?**

MSP means a case should be person-led and outcome-focused. The individual should be involved in identifying how best to respond to their safeguarding situation by giving them more choice and control as well as improving quality of life, wellbeing and safety.

Linden Lodge School will not tolerate the abuse of adults. Linden Lodge will ensure that adults are involved in their safeguarding arrangements and each individual is dealt with on a case by case basis. As adults may have different preferences, histories and life styles, the same process may not work for all.

### **Who do adult safeguarding duties apply to?**

The Care Act 2014 sets out that adult safeguarding duties apply to *any* adult who:

- has care and support needs, and
- is experiencing, or is at risk of, abuse and neglect, and
- is unable to protect themselves from either the risk of, or the experience of abuse or neglect, because of those needs.

### **Who do I go to if I am concerned?**

The named responsible person for safeguarding duties for Linden Lodge School is Sarah Norris, Designated Safeguarding Lead.

All staff and volunteers should contact Sarah Norris, Deborah Rix, or any member of the Safeguarding team for any concerns/queries they have in regards to safeguarding adults. A log of the concern must be kept.

The DSL will be responsible to make decisions about notifying adult social services if required and consider alternative actions, where necessary.

The DSL will also ensure that the safeguarding adults policies and procedures are in place and up to date. They will ensure a safe environment is promoted for staff and volunteers

and adults accessing the service. The DSL will ensure they are up to date with their safeguarding adults training.

### **What should I do if I am concerned?**

#### **Reporting Procedures**

The pupils in Linden Lodge School are very vulnerable due to their complex needs and sensory impairment. It is not likely that they will disclose or recognise abuse. Staff need to be aware of changes in behaviour, exhibiting behaviour or any other indicators of concern. All pupils regardless of age, disability, gender, ethnicity, sexual orientation or identity will be protected from all types of harm, abuse or significant harm.

All concerns and allegations of abuse are taken seriously. Any breach of this policy or associated procedures will be treated seriously. If staff have any questions or concerns regarding procedure they must immediately inform the Co-Headteachers or Designated Safeguarding Lead.

The safety and welfare of children and young people is safeguarded and promoted throughout the process by following the reporting procedure in this policy and in line with:

London Multi-Agency Adult Safeguarding Policy and Procedures

#### **IF ANY STEP IN THE PROCESS IS NOT RECORDED THEN IT IS ASSUMED THAT IT DID NOT HAPPEN**

Staff and volunteers at Linden Lodge School who have any adult safeguarding concerns should:

##### **1. Respond**

- Take emergency action if someone is at immediate risk of harm/in need of urgent medical attention. Dial 999 for emergency services
- Get brief details about what has happened and what the adult would like done about it, but do not probe or conduct a mini-investigation
- Seek consent from the adult to take action and to report the concern. Consider whether the adult may lack capacity to make decisions about their own and other people's safety and wellbeing. If you decide to act against their wishes or without their consent, you must record your decision and the reasons for this.

##### **2. Report**

- Name the person to whom staff/volunteers need to report any potential safeguarding concerns. This will usually be the organisation's designated safeguarding lead (see above)

### **3. Record**

- Procedures for the recording of incidents follow the school's Safeguarding procedures for all pupils
- As far as possible, records should be written contemporaneously, dated and signed.
- Keep records about safeguarding concerns confidential and in a location where the alleged abuser will not have access to the record. Access should not be given to any unauthorised person for accessing confidential information including the sharing of passwords.

### **4. Refer**

- In making a decision whether to refer or not, the Designated Safeguarding Lead should take into account:
  - (1) the adult's wishes and preferred outcome
  - (2) whether the adult has mental capacity to make an informed decision about their own and others' safety
  - (3) the safety or wellbeing of children or other adults with care and support needs
  - (4) whether there is a person in a position of trust involved
  - (5) whether a crime has been committed

If an adult is thought to be at risk or has been abused immediate referrals are made to the Richmond and Wandsworth Safeguarding Adults Board via the secure online form on the Council Adult Safeguarding webpage.

The Designated Safeguarding Lead should keep a record of the reasons for referring the concern or reasons for not referring.

Incidents of abuse may be one-off or multiple and may affect one person or more. Staff and volunteers should look beyond single incidents to identify patterns of harm. Accurate recording of information will also assist in recognising any patterns.

As soon as Adult Social Services becomes involved, a 4-stage safeguarding adults process is followed. For more information about this 4-stage safeguarding adults process, refer to the London Safeguarding Adults Procedures.

## **CATEGORIES OF ABUSE**

Abuse is a form of maltreatment of a child or young person. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children or young people may be abused in a family or in an institutional or community setting by those known to them or more rarely by others. They may be abused by an adult or adults or another child or children.

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases multiple issues will overlap with one another.

### **Physical Abuse**

Physical Abuse is any act which result in causing physical harm to a child / young person or adult.

Including:

- Physical abuse is non-accidental harm to the body, including: hitting, slapping, shaking, throwing, kicking, shaking, pinching, dragging, pulling or pushing
- Burning or scalding
- Poisoning
- Drowning
- Suffocating
- Force feeding or tampering with food
- Misuse or mal-administration of medication
- Giving medication without consent or Mental Capacity Assessment being held if the young person /adult lacks capacity
- Inappropriate restraint or treatment
- Inappropriate isolation or confinement
- Withdrawal of sensory or mobility aids
- Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child/ young person or adult whom she is looking after. This is described as fictitious illness by proxy or Munchausen syndrome by proxy.

## **Restraint**

Unlawful or inappropriate use of restraint or physical interventions and/or deprivation of liberty is physical abuse. There is a distinction to be drawn between restraint, restriction and deprivation of liberty. A judgement as to whether a person is being deprived of liberty will depend on the particular circumstances of the case, taking into account the degree of intensity, type of restriction, duration, the effect and the manner of the implantation of the measure in question.

In extreme circumstances unlawful or inappropriate use of restraint may constitute a criminal offence. Someone is using restraint if they use force, or threaten to use force, to make someone do something they are resisting, or where a person's freedom of movement is active or passive means to ensure that the person concerned does something, or does not do something they want to do, for example, the use of key pads to prevent people from going where they want from a closed environment.

Appropriate use of restraint can be justified to prevent harm to a person who lacks capacity as long as it is a proportionate response to the likelihood and seriousness of the harm. (see Positive Behaviour Support Policy)

## **Neglect and Acts of Omission**

Neglect is the persistent failure to meet a child/ young person's basic physical and or psychological needs likely to result in the serious impairment of the child's / young person's health or development.

It may occur deliberately or by omission and includes:

- A parent or carer failing to provide adequate food, shelter and clothing
- Failing to protect a child/young person from physical harm or danger
- Failure to ensure access to appropriate medical, psychiatric, psychological or social care or treatment likely to result in the serious impairment of the child's / young person's health or development
- Neglect of attitudes of unresponsiveness to a child's / young person's basic emotional needs
- Neglect is failing to provide adequate standards of care
- Failure to assess risk or to intervene to avert or reduce danger
- If the individual committing the neglect is aware of the consequences and the potential for harm then the result due to the lack of action, then the neglect is intentional in nature

- Unintentional neglect could result from a carer failing to meet the needs of a child or young person because they do not understand the needs of the child/ young person at risk, may not know about services that are available or because their own needs prevent them from being able to give the care the person needs.

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child/young person or adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/ young person or adult is aware of what is happening. Without their voluntary and informed consent and may also include sexual activity where one party is in a position of trust, power or authority.

Sexual abuse includes:

- Physical contact, including penetrative or non-penetrative acts
- Non-contact activities as involving children/young adults in the production of or watching sexual activities
- Sexual abuse can be committed by both men and women
- Encouraging children and adults to behave in sexually inappropriate ways
- Incest
- FGM
- Indecent assault
- Gross indecency
- Sexual harassment
- Forced marriage
- Lack of choice of same sex staff to undertake intimate personal care

A sexual relationship between a vulnerable adult and a care worker is a criminal offence under Sections 38-42 of the Sexual Offences act 2003

People with severe learning disabilities (an IQ of 50 or under) cannot in law give consent to sexual activity.

## **Psychological or Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child or young person such as to cause severe and persistent adverse effects on the child or young person's emotional development. This type of abuse will usually occur with other forms of abuse

It includes:

- Conveying to a child/ young person that she is worthless or unloved, inadequate or valued only insofar as she meets the needs of another person
- Age or developmentally inappropriate expectations being imposed on children/young people
- Causing children/ young people to frequently feel frightened or in danger or the exploitation or corruption of children and young people
- Any type of ill treatment of a child / young person
- Behaviour that has an adverse effect on an individual's mental well-being
- Bullying and aggression
- Threats and intimidation
- Humiliation, ridicule and name calling
- Exclusion from group or marginalisation
- Denial of access to social contact, cultural or religious observance
- Disregard of choice and consent
- Verbal abuse
- Mental distress
- The denial of basic human and civil rights
- Isolation and over dependence

## **Institutional abuse**

Neglect and poor professional practice may take the form of isolated incidents or poor/unsatisfactory professional practice through pervasive ill treatment or gross misconduct. Repeated instances of poor care may be an indication of more serious problems.

It may include:

- Any of the forms of abuse already described
- Excessively rigid routines
- Lack of personal possessions
- Lack of choice
- Changes in accommodation
- Lack of dignity, privacy or respect
- Lack of support with personal hygiene
- Deprivation of liberty
- Inappropriate use of restraint

The risk of abuse is greater in institutions:

- With poor management
- With too few staff
- Rigid routines and inflexible practices
- Which do not use person-centred care plans
- Where there is a closed culture

## **Financial or material abuse**

This is denying an individual the benefit of their own resources

It includes:

- Theft of money possessions or property
- Pressure by threat or persuasion to influence wills inheritance property or financial transactions
- Denying access to care or accommodation for financial reasons
- Exploiting service users or carers
- It is contrary to professional standards for staff to lend borrow money from individuals for whom they care
- The misuse of an enduring power of attorney or a lasting power of attorney

## **Discriminatory abuse**

Discriminatory abuse involves the prejudicial treatment of an individual on the basis of group identity, it includes:

- Racism
- Sexism
- Sexual Orientation
- Ageism
- Disability Discrimination
- Religious intolerance
- A lack of reasonable effort to enable young person or adult to communicate in the language or medium most appropriate

## **Exploitation**

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 in sexual activity:

In exchange for something the victim needs or wants

For the financial advantage or increased status of the perpetrator

Child sexual exploitation does not always involve physical contact: it can occur through the use of technology

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK using dedicated mobile phone lines or other form of deal line. We recognise that vulnerable adults may be at increased risk.

All concerns regarding County Lines must be escalated to the DSL.

### **Honour based violence**

All forms of honour based violence are abuse and should be handled and escalated as such. Staff should speak to the DSL if they have any doubts.

### **Forced marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence threats or any other form of coercion is used to cause a person to enter into a marriage.

Staff should speak to the DSL if they have any concerns. Wandsworth multi-agency guidelines include the role of schools in detecting and reporting forced marriage.

### **Radicalisation and Anti-extremism**

The school has responsibilities under the Counter Terrorism and Security Act 2015 and are subject to a duty under section 26 of the Act to have due regard to the need to prevent people from being drawn into terrorism. The duty is known as the Prevent duty.

#### **It covers 4 areas:**

- Risk Assessment
- Working in Partnership
- Staff Training
- IT Policies

Channel Duty Guidance – Protecting vulnerable people from being drawn into terrorism

The school will refer concerns/ individuals through the Channel process which may be appropriate for anyone who is vulnerable.

## **Sexting**

Sexting means the taking and sending or posting of images or videos of a sexual or indecent nature usually through mobile picture messages or webcams over the internet.

Members of staff must not view sexual imagery which is reported to them or copy print or share the images under any circumstances.

The DSL may in exceptional circumstances view images with the prior approval of the Head teacher and only in the presence of the Head Teacher:

If is needed to make a decision.

It is necessary to report the image

The pupil has reported the image to a member of staff where viewing of the image is unavoidable.

## **Monitoring and Evaluation**

Daily review of Safeguarding incidents by the Safeguarding team (rota)

Weekly Safeguarding meeting

Monthly report to the Multi-Academy trust and CCG

Termly report to the LGB Clinical Governance and safeguarding committee

## **What are your roles and responsibilities?**

All staff, management, trustees and volunteers at Linden Lodge School are expected to report any concerns to the named person for safeguarding. If the allegation is against one of Linden Lodge School's members, volunteers, trustees or directors an immediate referral is made to LADO.

The designated safeguarding adults lead should be responsible for providing acknowledgement of the referral and brief feedback to the person raising the original concern. Feedback should be given in a way that will not make the situation worse or breach the Data Protection Act. If the police are involved, they should be consulted prior to giving feedback to the referrer to ensure any criminal investigation is not affected.

The Local Authority will decide on who will lead on a safeguarding enquiry should it progress to that stage. The named organisation should not conduct its own safeguarding enquiry unless instructed to do so by the local authority.

Staff and volunteers should ensure that the adult with care and support needs is involved at all stages of their safeguarding enquiry ensuring a person-centred approach is adopted.

## **Complaints procedure**

Linden Lodge School promotes transparency and honesty when things go wrong. All staff and volunteers should apologise and be honest with service users and other relevant people when things go wrong.

If a staff or volunteer or any other member of the organisation is unhappy with a decision about the safeguarding concern with the school's decision, a complaints procedure is in place.

Linden Lodge School is committed to ensuring that staff and volunteers who in good faith whistle-blow in the public interest, will be protected from reprisals and victimisation.

The Mental Capacity Act 2005 is to protect and empower people who may lack the mental capacity to make their own decisions about their care and treatment. It applies to people aged 16 and over. Refer to the Mental Capacity Act Code of Practice, <https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice>.

Assessments under the Mental Capacity Act are undertaken by Social Care colleagues.

The school provides support in collaboration with other agencies to ensure that pupils are provided with an advocate and seeks to support pupils in helping them make choices and decisions about their life whenever possible.

## **Why is it important to take action?**

It is may be difficult for adults with care and support needs to protect themselves and to report abuse. They rely on others to help them.

## **Confidentiality and information sharing**

Linden Lodge School expects all staff, volunteers, trustees to maintain confidentiality at all times. In line with Data Protection law, Linden Lodge School does not share information if not required.

It should however be noted that information should be shared with authorities if an adult is deemed to be at risk of immediate harm. Sharing the right information, at the right time, with the right people can make all the difference to preventing harm. For further guidance on information sharing and safeguarding see: <https://www.scie.org.uk/care-act2014/safeguarding-adults/sharing-information/keymessages.asp>

## **Recruitment and selection**

Linden Lodge School is committed to safer recruitment. Safe recruitment practices, such as Disclosure and Barring checks reduce the risk of exposing adults with care and support needs to people unsuitable to work with them.

## **Training, awareness raising and supervision**

Linden Lodge School ensures that all staff and volunteers receive basic awareness training on safeguarding adults as they may come across adults with care and support needs who may be at risk of abuse. Those adults may report things of concern to staff or volunteers who should be equipped with the basic knowledge around safeguarding adults and be confident to identify that abuse is taking place and action is required. All staff and volunteers should be clear about the core values of Linden Lodge School and commitment to safeguarding adults.

It is also important to discuss training with staff who have attended training sessions to ensure they are embedding this in practice.

## **Prevent**

Radicalisation and extremism of adults with care and support needs is a form of emotional/psychological exploitation. Radicalisation can take place through direct personal contact, or indirectly through social media.

If staff are concerned that an adult with care and support needs is at risk of being radicalised and drawn into terrorism, they should treat it in the same way as any other safeguarding concern.

For more information about Prevent see:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

### **Useful links**

Safeguarding Adults Board (a statutory board formed under the Care Act 2014)  
[sab@richmondandwandsworth.gov.uk](mailto:sab@richmondandwandsworth.gov.uk)

Care act- <http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

London Safeguarding adults policy and procedures-

<http://londonadass.org.uk/wpcontent/uploads/2015/02/LONDON-MULTI-AGENCY-ADULT-SAFEGUARDING-POLICYAND-PROCEDURES.pdf>

Carer and support statutory guidance-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/506202/23902777\\_Care\\_Act\\_Book.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/506202/23902777_Care_Act_Book.pdf)

Prevent-

<https://www.gov.uk/government/publications/prevent-duty-guidance> Information

Sharing-

<https://www.scie.org.uk/care-act-2014/safeguarding-adults/sharinginformation/keymessages.asp>

## **Appendix 1**

### **What are the types of safeguarding adults abuse?**

The Care and Support statutory guidance sets out the 10 main types of abuse:

- Physical abuse
- Neglect
- Sexual abuse
- Psychological
- Financial abuse
- Discriminatory
- Organisational
- Domestic violence
- Modern Slavery
- Self-neglect

However, you should keep an open mind about what constitutes abuse or neglect as it can take many forms and the circumstances of the individual case should always be considered.

For more information, read section 14.17 of the Care and Support Statutory Guidance.

### **What are the possible signs of abuse?**

Abuse and neglect can be difficult to spot. You should be alert to the following possible signs of abuse and neglect:

- Depression, self-harm or suicide attempts
- Difficulty making friends
- Fear or anxiety
- The person looks dirty or is not dressed properly,
- The person never seems to have money,
- The person has an injury that is difficult to explain (such as bruises, finger marks, 'non-accidental' injury, neck, shoulders, chest and arms),
- The person has signs of a pressure ulcer,
- The person is experiencing insomnia
- The person seems frightened, or frightened of physical contact.
- Inappropriate sexual awareness or sexually explicit behaviour
- The person is withdrawn, changes in behaviour

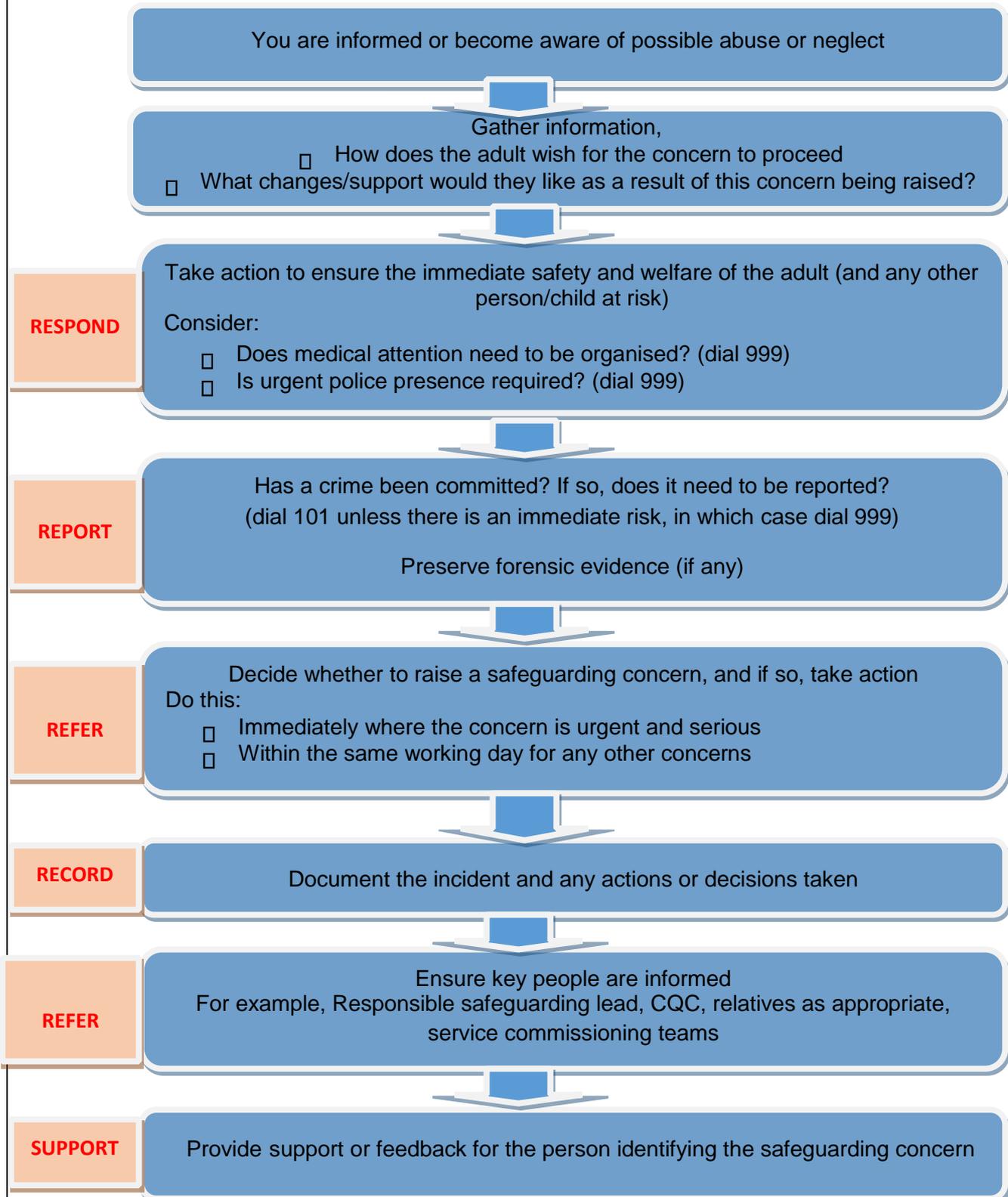
You should ask the person if you are unsure about their well-being as there may be other explanations to the above presentation.

### **Who abuses and neglects adults?**

Abuse can happen anywhere, even in somebody's own home. Most often abuse takes place by others who are in a position of trust and power. It can take place whether an adult lives alone or with others. Anyone can carry out abuse or neglect, including:

- partners;
- other family members;
- neighbours;
- friends;
- acquaintances;
- local residents;
- people who deliberately exploit adults they perceive as vulnerable to abuse;
- paid staff or professionals; and
- volunteers and strangers

## Raising a safeguarding concern



With thanks and acknowledgements to West and North Yorkshire and York regional Multi-Agency Policy and Procedures from which this flowchart has been adopted.  
<http://www.wakefield.gov.uk/Documents/health-care-advice/adult-services/safeguarding/safeguarding-adults-from-abuse/summary-guide-policy-procedures.pdf>