



## **Ripplevale Rochester**

# **SAFEGUARDING VULNERABLE ADULTS POLICY**

Date of issue: September 2024

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Ripplevale School and College is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Ripplevale School and College documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School and College is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School and College.

The policy documents of Ripplevale School and College are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

The purpose of this policy is to outline the duty and responsibility of staff, volunteers and directors working on behalf of Ripplevale School and College in relation to Safeguarding Vulnerable Adults. Ripplevale School and College recognises that the difficulties experienced by many of its students make them particularly vulnerable to manipulation, coercion, exploitation and abuse. In particular, Ripplevale School and College recognises the increased risk of all its students to grooming by criminal or extremist groups however this risk increases further for Care Leavers who make up our most vulnerable student group.

Ripplevale believes that all adults have the right to be safe from harm and must be able to live free from fear of abuse, neglect and exploitation. Ripplevale has a policy of Zero-Tolerance of abuse within our organisation.

***“Abuse is a violation of an individual’s human and civil rights by any other person or person’s”***

Kent and Medway Safeguarding Vulnerable Adults

## **POLICY OBJECTIVES**

To explain the responsibilities, the organisation and its staff, volunteers and directors have in respect of vulnerable adult protection.

To provide staff with an overview of vulnerable adult protection.

To provide a clear procedure that will be implemented where vulnerable adult protection issues arise.

To provide access to information about how to gain safety from abuse and violence.

## **CONTEXT**

For the purpose of this policy 'adult' means a person aged 18 years or over.

### **What do we mean by abuse?**

Abuse of a vulnerable adult may consist of a single act or repeated acts. It may occur as a result of a failure to undertake action or appropriate care tasks. It may be an act of neglect or an omission to act, or it may occur where a vulnerable person is persuaded to enter into a financial or sexual transaction to which they have not, or cannot, consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the individual.

Concerns about abuse may be raised and reported to the social services agency as a result of a single incident or repeated incidents of abuse. However, for some students the issues of abuse relate to neglect and poor standards of care. They are ongoing and if ignored may result in a severe deterioration in both physical and mental health and even death.

Anyone who has concerns about poor care standards and neglect in a care setting may raise these within the service, with the regulatory body and/or with the social services agency.

Where these concerns relate to a vulnerable adult living in their own home, with family or with informal carers they must be reported to the social services agency. These reports must be addressed through the adult protection process and a risk assessment must be undertaken to determine an appropriate response to reduce or remove the risk.

### **Who is included under the heading 'vulnerable adult?'**

An adult (a person aged 18 or over) who 'is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'. (Definition from 'No Secrets' January 2015 Department of Health)

This could include people with learning disabilities, mental health problems, older people and people with a physical disability or impairment. It is important to include people whose condition and subsequent vulnerability fluctuates. It may include an individual who may be vulnerable as a consequence of their role as a carer in relation to any of the above.

It may also include victims of domestic abuse, hate crime and anti-social abuse behaviour. The persons' need for additional support to protect themselves may be increased when complicated by additional factors, such as, physical frailty or chronic illnesses, sensory impairment, challenging behaviour, drug or alcohol problems, social or emotional problems, poverty or homelessness.

Many vulnerable adults may not realise that they are being abused. For instance a vulnerable young adult, accepting that they are dependent on their family, may feel that they must tolerate losing control of their finances or their physical environment. They may be reluctant to assert themselves for fear of upsetting their parents / carers or making the situation worse.

It is important to consider the meaning of 'Significant Harm'. The Law Commission, in its consultation document 'Who Decides,' issued in Dec 1997 suggested that; 'harm' must be taken to include not only ill treatment (including sexual abuse and forms of ill treatment which are not physical), but also 'the impairment of, or an avoidable deterioration in, physical or mental health; and the impairment of physical, intellectual, emotional, social or behavioural development'.

## **LEGAL FRAMEWORK**

<https://www.kmsab.org.uk/professionals/kmsab-policies>

[Human Rights Act 1998](#)

[The Mental Capacity Act 2005 \(updated 2014\)](#)

[Public Interest Disclosure Act](#)

[Data Protection Act 2018](#)

[Freedom of Information Act 2000](#)

[Safeguarding Vulnerable Groups Act 2006.](#)

[Deprivation of Liberty Safeguards](#)

The Mental Capacity Act 2005 (updated 2014), covering England and Wales, provides a statutory framework for people who lack capacity to make decisions for themselves, or who have capacity and want to make preparations for a time when they may lack capacity in the future. It sets out who can take decisions, in which situations, and how they must go about this.

The Human Rights Act 1998 gives legal effect in the UK to the fundamental rights and freedoms contained in the European Convention on Human Rights (ECHR).

The Public Interest Disclosure Act 2013 (PIDA) created a framework for whistle blowing across the private, public and voluntary sectors. The Act provides almost every individual in the workplace with protection from victimisation where they raise genuine concerns about malpractice in accordance with the Act's provisions.

## **THE ROLE OF STAFF, VOLUNTEERS AND DIRECTORS**

All staff, volunteers and Directors working on behalf of the organisation have a duty to promote the welfare and safety of vulnerable adults.

Staff, volunteers and Directors may receive disclosures of abuse and observe vulnerable adults who are at risk. This policy will enable staff/volunteers to make informed and confident responses to specific adult protection issues.

## TYPES OF ABUSE

Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent

Abuse can occur in any relationship and it may result in significant harm to, or exploitation of, the person subjected to it.

The Department of Health in its 'No Secrets' 2015 suggests the following as the main types of abuse:

**Physical abuse** - including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.

**Sexual abuse** - including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressured into consenting.

**Psychological or Emotional abuse** - threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

**Financial or material abuse** - including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

**Neglect and acts of omission** - including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

**Discriminatory abuse** - including race, sex, culture, religion, politics, that is based on a person's disability, age or sexuality and other forms of harassment, slurs or similar treatment, hate crime.

**Institutional abuse** - Institutional abuse although not a separate category of abuse in itself, requires specific mention simply to highlight that adults placed in any kind of care home or day care establishment are potentially vulnerable to abuse and exploitation. This can be especially so when care standards and practices fall below an acceptable level as detailed in the contract specification.

**Multiple forms of abuse** - Multiple forms of abuse may occur in an ongoing relationship or an abusive service setting to one person, or to more than one person at a time, making it important to look beyond single incidents or breaches in standards, to underlying dynamics and patterns of harm. Any or all of these types of abuse may be perpetrated as the result of deliberate intent and targeting of vulnerable people, negligence or ignorance.

**Extremism and Radicalisation** – this is abuse where young people who do not actively seek out information but are exposed to extremist actions, views or materials of others within any community. Graphic symbols writing or artwork promoting extremist messages or a-images; extremist materials online can all negatively influence vulnerable young people.

**Grooming/ County Lines/ Gangs** – is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. This may include grooming the child or vulnerable young person.

### **Sexual violence and sexual harassment**

At Ripplevale, there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children and young people.

Sexual violence and sexual harassment can occur between two children or young people of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children and young people sexually assaulting or sexually harassing a single child or group of children or young people. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. (See also Rape Culture)

Children and young people who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. The impact of experiencing sexual violence and sexual harassment can be significant and long lasting. Victims may require a package of support over time which is reassessed and adapted as the victim matures and needs change.

All victims must be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Students can use the following addresses to report concerns rather than speak to members of staff face to face if they prefer:

[safeguarding@Ripplevaleschoolrochester.co.uk](mailto:safeguarding@Ripplevaleschoolrochester.co.uk)  
[bullying@Ripplevaleschoolrochester.co.uk](mailto:bullying@Ripplevaleschoolrochester.co.uk)

Similarly, perpetrators of sexual violence and sexual harassment must not be seen simply as perpetrators. It is likely that a child or young person who abuses a peer

may be being abused or exploited themselves. As with all safeguarding cases, the wider context and possibility of extra familial harm must be assessed.

Whilst there is no legal framework for peer-on-peer abuse over the age of 18, Ripplevale's Peer-on-Peer Abuse, Child Protection and Behaviour policy must be read in conjunction with this policy as well as government guidance, which form the basis of Ripplevale's approach in tackling this form of abuse.

As stated within Ripplevale's Peer-on-Peer Abuse Policy, the management of reports of sexual violence and sexual harassment is likely to involve an assessment of risk of future harm, consultation and referral with safeguarding partners including the Police and may invoke a response in line with Ripplevale's behaviour Policy.

All staff have a responsibility to report any concerns about sexual violence, sexual harassment or abuse they have witnessed, heard students or staff talking about or any situations where they suspect abuse has taken place. Staff must not assume that other members of staff will have reported the issue. All staff have a responsibility as education professionals in a position of trust and in line with the staff code of conduct to model appropriate behaviours and attitudes in the workplace and within their personal lives.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to social care may be appropriate. If a report is shown to be deliberately invented or malicious, Ripplevale will consider whether any disciplinary action is appropriate against the individual who made it in line with the behaviour policy

## **Rape Culture**

Ripplevale School and College recognises the term Rape Culture as an environment in which rape is prevalent and in which sexual violence against women is normalised and excused in the media and popular culture. Ripplevale School and College recognise that Rape Culture is perpetuated through the use of misogynistic language, the objectification of women's bodies, and the glamorisation of sexual violence, thereby creating a society that disregards women's rights and safety.

Ripplevale School and College will not tolerate any behaviour which is deemed to promote Rape Culture and will take action against it inline with the Behavioural Policy. This action is also likely to include steps, as set out in the Child on Child Policy such as; safety plans, referrals to local safeguarding partnerships, the Police and any other associated safeguarding responses which are appropriate to the individual case. Appropriate safeguarding responses will include responses both for the individual who has experienced and reported Rape Culture and for the individual who has displayed behaviours which are identified as those of Rape Culture.

Ripplevale School and College recognises those who have experienced Rape Culture may require ongoing emotional wellbeing and mental health support and that these needs may change or emerge as the individual matures. Ripplevale School and College will ensure emotional wellbeing and mental health support is in place,

which may include seeking a referral to support services such as CAMHS/NELFT, Family Matters or the NSPCC for example.

The NSPCC Rape Culture advice and support line can be used to access support for those who have experienced Rape Culture as well as to access advice for professionals.

### **Dedicated NSPCC helpline 0800 136 663**

Ripplevale School and College actively seeks to educate against Rape Culture through Sex and Relationships Curriculum content as detailed in the Relationships and Sex Education Policy.

It is an expectation that all staff identify and report all incidents, or suspected incidents, which could be classified as part of Rape Culture to the safeguarding team immediately. Should a member of staff have reason to believe or feel that their report has not been acted upon, it is an expectation that the member of staff escalates the issue to the DSL Manager, Executive headteacher or follow the whistleblowing procedure as appropriate. It is an expectation, discussed within the Staff Code of Conduct, that all staff behave in such a way whereby they act as role models for students through their behaviour, interactions with staff and students alike and through the promotion of a safe and respectful Ripplevale learning community.

All students have access [safeguarding@Ripplevaleschoolrochester.co.uk](mailto:safeguarding@Ripplevaleschoolrochester.co.uk) and [wellbeing@Ripplevaleschoolrochester.co.uk](mailto:wellbeing@Ripplevaleschoolrochester.co.uk) and are able to use this to access help and support or to report issues or concerns they may have.

**Domestic abuse** - (Home Office definition) 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are, or have been intimate partners or family members, regardless of gender or sexuality.'

(Women's Aid Definition) 'Domestic violence is physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship and that forms a pattern of coercive and controlling behaviour. This can also include forced marriage and so-called "honour crimes". Domestic violence may include a range of abusive behaviours, not all of which are in themselves inherently "violent".

Most research suggests that domestic violence occurs in all sections of society irrespective of race, culture, nationality, religion, sexuality, disability, age, class or education level.

Both definitions would therefore also include incidents where extended family members may condone or share in the pattern of abuse e.g. forced marriage, femal genital mutilation and crimes rationalised as punishing women for bringing 'dishonour' to the family.

It is important to recognise that Vulnerable Adults may be the victims of domestic abuse themselves or be affected by it occurring within their household. This is likely to have a serious effect on their physical and mental wellbeing.



Where Vulnerable Adults are victims of Domestic Abuse, they may need extra support to plan their future. The violence or threat of violence may continue after a victim has separated from the abuser. It is important to ensure that all the vulnerable people in this situation have appropriate support to enable them to maintain their personal safety.

Further information regarding topical safeguarding issues and other types of abuse can be found within Ripplevale's Safeguarding Policy.

## **CHILDREN**

It is essential that the needs of any children within an abusive or domestic violence situation where there is a vulnerable adult involved are considered and acted upon. If there are any concerns of this nature, these concerns must be reported to the DSL Manager immediately or reported to the appropriate Children's Safeguarding Partnership.

### **National emergencies and national or global health crisis**

During national emergencies, vulnerable adults may be in particular need of support should caregivers become unwell and unable to provide support. Some vulnerable adults will struggle to separate facts from fear and may as a result be unable to keep themselves safe. All staff must be alert to this risk and report any concerns regarding a deterioration in physical or mental health as a result. Staff must be alert to the additional stress and anxiety a national or global emergency may place on vulnerable young adults and report any concerns regarding increasing self neglect or the inability to make appropriate judgements to maintain their health within government agreed guidelines. Normal sources of support from external professionals and carers may be disrupted for young adults during national emergencies. Where service disruption occurs, the Designated Safeguarding Lead must be alerted who will discuss whether there is any additional support Ripplevale may be able to provide. Where appropriate, a referral to Adult Services may be appropriate.

During national emergencies and national or global health crisis, vulnerable young adults may be targeted by fraudsters who may seek to exploit the vulnerabilities and anxieties of the young adult into persuading them to pay for services, 'cures' or 'preventative' equipment or offer other services a vulnerable adult could be coerced into taking. Staff should be alert to the vulnerability of young adults to financial abuse and attempted fraud.

Staff should make students aware of facts around any national or global emergency and be open and honest when answering questions. Signposting to sources of genuine information and advice may be appropriate as well as frequent and open communication with the student's home, trusted adult and support network.

Where young adult's behaviour, anxiety, physical or mental health place them at increased risk during a national or global emergency, a risk assessment will be undertaken by the safeguarding and senior leadership team. The outcome of this risk assessment procedure will be shared with the student and trusted adult as appropriate. This may result in additional support being requested for the student or

discussions about the most appropriate place for the student to be supported in their studies. The voice, wishes and feelings of the student will always be requested and considered within the risk assessment process.

## **PROCEDURE IN THE EVENT OF A DISCLOSURE**

It is important that vulnerable adults are protected from abuse. All complaints, allegations or suspicions must be taken seriously.

This procedure must be followed whenever an allegation of abuse is made or when there is a suspicion that a vulnerable adult has been abused.

Promises of confidentiality must not be given as this may conflict with the need to ensure the safety and welfare of the individual.

A full record shall be made as soon as possible of the nature of the allegation and any other relevant information.

This must include information in relation to the date, the time, the place where the alleged abuse happened, your name and the names of others present, the name of the complainant and, where different, the name of the adult who has allegedly been abused, the nature of the alleged abuse, a description of any injuries observed, the account which has been given of the allegation.

## **RESPONDING TO AN ALLEGATION**

Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead immediately. Reports should be submitted on the My Concern system where it will be actioned by the DSL and / or safeguarding team.

The nominated member of staff will telephone and report the matter to the appropriate local adult social services duty social worker, or complete an online referral as appropriate to the procedures of the student's Local Authority. Concerns must be raised with the local adult services where the student lives and not the local adult services where the college is located. The designated person will ensure an up to date record of all actions is maintained and that the student's views are recorded within this record. Any referral or telephone call made to the relevant local authority adult social services department must be chased up if no response has been received within 24 hours.

Where a member of staff feels that the designated person has not taken action on the staff members concerned, they should speak with the safeguarding panel. If the staff member is still not satisfied that appropriate action has been taken, they must report the concern held to adult social services.

## **RESPONDING APPROPRIATELY TO AN ALLEGATION OF ABUSE**

In the event of an incident or disclosure:

### **DO**

- Make sure the individual is safe
- Assess whether emergency services are required and if needed call them
- Listen
- Offer support and reassurance
- Ascertain and establish the basic facts
- Make careful notes and obtain agreement on them
- Ensure notation of dates, time and persons present are correct and agreed
- Take all necessary precautions to preserve forensic evidence
- Follow correct procedure
- Explain areas of confidentiality; immediately speak to your manager for support and guidance
- Explain the procedure to the individual making the allegation
- Remember the need for ongoing support.

### **DON'T**

- Confront the alleged abuser
- Be judgmental or voice your own opinion
- Be dismissive of the concern
- Investigate or interview beyond that which is necessary to establish the basic facts
- Disturb or destroy possible forensic evidence
- Consult with persons not directly involved with the situation
- Ask leading questions
- Assume Information
- Make promises
- Ignore the allegation
- Elaborate in your notes
- Panic

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. This is a task for the professional adult protection agencies, following a referral from the designated Vulnerable Adult Safeguarding Lead

## **SAFEGUARDING PROCEDURES**

Ripplevale operates multi-agency Alert, Referral, Decision, Review, Recording and Monitoring stages. After a disclosure or allegation has been made to a member of staff the expectation is to immediately "Alert" the Designated Safeguarding Lead who will make the decision whether a "Referral" needs to be made. If a referral is made the Designated Safeguarding Lead will then be told of the "Decision" and to record this in the individual's safeguarding file.

It is the responsibility of all the staff and the Designated Safeguarding Lead to “Review, Record and Monitor” any ongoing safeguarding concerns and the welfare of all adults in line with the principle outlined in the Safeguarding Policy and this policy.

## **CONFIDENTIALITY**

Vulnerable adult protection raises issues of confidentiality which must be clearly understood by all.

Staff, volunteers and directors have a professional responsibility to share relevant information about the protection of vulnerable adults with other professionals, particularly investigative agencies and adult social services.

Clear boundaries of confidentiality will be communicated to all.

All personal information regarding a vulnerable adult will be kept confidential. All written records will be kept in a secure area for a specific time as identified in data protection guidelines. Records will only record details required in the initial contact form.

If an adult confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the adult sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies.

Within that context, the adult must, however, be assured that the matter will be disclosed only to people who need to know about it.

Where possible, consent must be obtained from the adult before sharing personal information with third parties. In some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the vulnerable adult is the priority.

When a disclosure has been made, staff must let the adult know the position regarding their role and what action they will have to take as a result.

Staff must assure the adult that they will keep them informed of any action to be taken and why. The adults’ involvement in the process of sharing information must be fully considered and their wishes and feelings taken into account.

## **THE ROLE OF KEY INDIVIDUAL AGENCIES**

### **Adult Social Services**

The Department of Health’s ‘No secrets’ guidance document requires that authorities develop a local framework within which all responsible agencies work together to ensure a coherent policy for the protection of vulnerable adults at risk of abuse.

All local authorities have a Safeguarding Adults Board, which oversees multi-agency work aimed at protecting and safeguarding vulnerable adults. It is normal practice for

the board to comprise people from partner organisations who have the ability to influence decision making and resource allocation within their organisation.

**The Police**

The Police play a vital role in safeguarding adults with cases involving alleged criminal acts. It becomes the responsibility of the police to investigate allegations of crime by preserving and gathering evidence. Where a crime is identified, the police will be the lead agency and they will direct investigations in line with legal and other procedural protocols.

**ROLE OF DESIGNATED SAFEGUARDING LEAD**

The role of the DSL is to deal with all instances involving adult protection that arise within the organisation. They will respond to all vulnerable adult protection concerns and enquiries.

The role of the DSL and DDSL, is to support the member of staff or volunteer involved with the incident and to ensure the correct procedures are followed.

The DSL must ensure that all staff within their team are familiar with the organisation’s safeguarding procedures and ensure that all staff undertake training, where appropriate. This includes highlighting to the LAC teacher and Safeguarding team where individual staff need additional support and training.

Should you have any suspicions or concerns relating to Adult Protection, refer to the School and College Safeguarding Policy which is the overarching safeguarding Policy for Ripplevale. Please also consult the Whistle blowing Policy as appropriate which can be found within the staff handbook.

**Ripplevale School and College Safeguarding Professionals**

Cavendish Safeguarding Director	Gary Balcombe	Cavendish Director
Safeguarding Lead/DDSL	Nicola Bourne	Ripplevale Rochester

Operation Encompass Key Adult	Nicola Bourne
Safeguarding ICT support and guidance	Peter Morley

**Training**

Training will be provided, as appropriate, to ensure that staff are aware of these procedures. Specialist training will be provided for any member of staff with vulnerable adult protection responsibilities, which may include training within Ripplevale or by external providers. All staff who work with vulnerable young adults are expected to complete all Educare courses relating to the safeguarding of vulnerable young adults. Please see the main safeguarding Policy for further information regarding workforce development.

## **Complaints Procedure**

The organisation has a complaints policy available to all staff and volunteers. A paper or digital copy can be requested by emailing:

[office@Ripplevaleschoolrochester.co.uk](mailto:office@Ripplevaleschoolrochester.co.uk).

The policy is also available to view as a hardcopy in the School/College office.

## **Recruitment Procedure**

The organisation operates Safer recruitment procedures that take account of the need to safeguard and promote the welfare of vulnerable adults, including arrangements for appropriate checks on new staff and volunteers where applicable.

## **REFERENCES, INTERNET LINKS, GUIDANCE AND FURTHER SOURCES OF INFORMATION**

Safer Practice, Safer Learning

[http://shop.niace.org.uk/media/catalog/product/S/a/SaferPractice\\_1.pdf](http://shop.niace.org.uk/media/catalog/product/S/a/SaferPractice_1.pdf)

'No Secrets' report

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/194272/No\\_secrets\\_guidance\\_on\\_developing\\_and\\_implementing\\_multi-agency\\_policies\\_and\\_procedures\\_to\\_protect\\_vulnerable\\_adults\\_from\\_abuse.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194272/No_secrets_guidance_on_developing_and_implementing_multi-agency_policies_and_procedures_to_protect_vulnerable_adults_from_abuse.pdf)

Action on Elder Abuse (AEA) is a charity working to protect, and prevent the abuse of, vulnerable older adults.

<http://www.elderabuse.org.uk>

The Centre for Policy on Ageing was established in 1947 by the Nuffield Foundation with a remit to focus on the wide-ranging needs of older people

<http://www.cpa.org.uk/index.html>

Kent County Council Adult Social care 24 hours a day 7 days a week, Report Abuse 03000 416161 email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)

**Date: September 2024**

**Review Date: September 2025**