

Safeguarding and Prevent Strategy

Contents

Safeguarding and Prevent Strategy	1
Context and Overview	2
Main contacts.....	3
Definitions of Terms.....	3
Safeguarding and Child Protection	4
Site security arrangements	5
Safer recruitment.....	5
Prevent Duty	6
British values	6
Equality, Diversity and Inclusion	7
Behaviour Management	7
Health & Safety	7
IT Monitoring	7
Tutorials	8
Associated Policies	8
Counter Terrorism and Prevent Duty	8
Responsibilities associated with Safeguarding	9
Student safeguarding and Child Protection	9
Procedures for getting additional support and guidance	9
Procedure for reporting a Safeguarding or Prevent cause for concern	9
Monitoring Abbeydale’s effectiveness	11
Annexe 1, TYPES AND POSSIBLE SIGNS OF CHILD ABUSE	12
Annexe 2, Type of Harm to Vulnerable Adults	15
Annexe 3, Incident reporting form	16
Annexe 4, Safeguarding contacts.....	19

Context and Overview

Abbeydale Vetlink Veterinary Training is committed to ensuring the safety and well-being of all its students and staff. The fundamental principles of this strategy are based on legislation and associated published documents which include reference to:

- Keeping Children Safe in Education, DFE September 2024
- Working Together to Safeguarding Children, HM Government, 2018
- Prevent duty guidance: for Further education institution in England and Wales, HM Government 2015; updated April 2019
- The Care Act 2014
- What to do if you are worried a child is being abused – Advice for practitioners
- Advice on whistleblowing
- Working Together Transitional Statutory Guidance
- Missing Children and Adults Strategy
- Ofsted guidance: Inspecting safeguarding in Early years, education, and skills settings 2018
- Data Protection Act 2018 and General Data Protection Regulations (GDPR)
- Sexual Violence and Sexual Harassment between children in schools and Colleges, DFE May 2018
- Advice for Schools and Colleges on Responding to Sexting Incidents (UK Council for Child Internet Safety)
- Searching, Screening and Confiscation Advice
- Gwent-wide Adult Safeguarding Board Strategic Plan
- Teachers' standards
- The Education Act 2011
- The Disclosure and Barring Service
- Contest and the Prevent Duty

This is not an exhaustive list and reference should be made to the appropriate guidance documents outlined throughout Keeping Children Safe in Education and Working Together to Safeguard Children.

The legislation is specifically associated with children, young people and vulnerable adults. Abbeydale Vetlink Veterinary Training is committed to protecting all learners and staff and therefore has a whole organisational approach to Safeguarding. Abbeydale Vetlink Veterinary Training works following the regulations and specifications laid down by Monmouthshire's Safeguarding Board.

Training and development are effectively built into AVVT recruitment and induction procedures, and the staff development programme and is embedded into all activities. Abbeydale Vetlink Veterinary

Training will work with the local authority, the police and the health service. Staff will be trained in safeguarding upon commencement of employment and annual update training. Staff will be provided training on how to implement the policy at Abbeydale. This will be achieved by Safeguarding training and implementation of internal systems. Team briefings are used to promote safeguarding and prevent agendas and to discuss any concerns and updates.

Regular reviews of this policy will occur and staff are encouraged to have input on this policy.

Before encountering apprentices, each staff member will be checked via the Disclosure and Barring Service and recent references will be followed up. The Single Central record is kept up to date and reviewed for any missing pieces of information on each staff member.

Local partners include:

- See the safeguarding contacts document for details of safeguarding contacts.

Safeguarding is deemed to be the responsibility of all members of staff and appropriate training and development are mandatory following the requirements of the Staff Development programme and induction.

Main contacts

Any concerns or advice on this policy can be obtained from the directors, Kirsty Gwynne and Samantha Morgan.

Email: kirsty.gwynne@abbeydale-vetlink.org and/or Sam.morgan@abbeydale-vetlink.org

Telephone: Office- 01600 747040, Kirsty- 07855684730, Sam- 07711333023

Should you need to speak with someone independent:

- Abbeydale's lead tutor Emma Colline, emma.collins@abbeydale-vetlink.org
- Abbeydale's IQA lead is Hilary Varlow, Hil can be reached at hil.varlow@abbeydale-vetlink.org
- Student placement officers, Maureen Gwynne mo.gwynne@abbeydale-vetlink.org and/or Juliet Whatley tutor@abbeydale-vetlink.org
- Central qualifications, adminsupport@cqual.org

Definitions of Terms

Abbeydale Vetlink Veterinary Training uses the following definitions throughout this strategy and in all associated policies and procedures:

British Values- Fundamental values in British society, including democracy, rule of law, individual liberty, and mutual respect and tolerance for those with different beliefs and backgrounds.

Channel- A multi-agency approach in the UK to identify and support individuals vulnerable to being drawn into terrorism.

Channel Intervention Plan- A tailored support plan developed for individuals identified as being at risk of radicalization, outlining specific actions and interventions to address their vulnerabilities.

Channel Panel- A group of professionals who assess and manage referrals under the Prevent duty.

Child – is an individual up to their 18th birthday.

Child Protection – recognition of abuse and neglect and acting upon it.

Community Engagement- Involving communities in efforts to prevent terrorism and extremism, including building trust and partnerships with local organizations and leaders.

Counter-Narrative- Messages and initiatives aimed at challenging extremist ideologies and promoting alternative, positive narratives.

Counter-Terrorism- Measures taken to combat and prevent terrorism, including intelligence gathering, law enforcement, and community engagement initiatives.

De-radicalisation- Interventions and support programs aimed at disengaging individuals from extremist ideologies and preventing further involvement in terrorism.

Duty to Refer- Obligation for certain professionals and organizations, such as schools, healthcare providers, and local authorities, to report concerns about individuals at risk of radicalization to the appropriate authorities under the Prevent duty.

Extremism- Holding extreme political or religious views that may lead to violence or other unlawful activities.

Prevent Coordinator- A designated individual responsible for implementing Prevent duty policies and procedures within an organization or institution.

Prevent Duty- A legal obligation in the UK aimed at preventing individuals from being drawn into terrorism.

Prevent Duty Guidance- Official guidance provided by the UK government outlining the legal obligations and best practices for implementing the Prevent duty in various sectors and settings.

Prevent Strategy- The UK government's comprehensive approach to preventing terrorism and extremism, which includes the Prevent duty as one of its key pillars.

Prevent Training- Education and training programs designed to raise awareness about the signs of radicalization and how to respond appropriately.

Radicalisation- The process by which individuals adopt extremist beliefs and ideologies.

Referral- Reporting concerns about an individual's potential involvement in terrorism or extremism to appropriate authorities.

Risk Assessment- Evaluation of the level of risk posed by an individual or group regarding involvement in terrorism or extremist activities.

Safeguarding – refers to the broader preventative and precautionary approaches to planning and procedures necessary to protect children, young people and vulnerable adults from any potential harm.

Vulnerability Assessment- Evaluation of an individual's susceptibility to radicalization and involvement in extremist activities.

Vulnerable Adult – a person who is or may need community care services because of mental or other disability, age or illness; and who is or who may be unable to protect him or herself against harm or exploitation (Department of Health,2000).

Young Person - there is no legal definition of a young person but for Abbeydale Vetlink Veterinary Training Ltd purposes we deem this to be any individual up to their 21st birthday.

Safeguarding and Child Protection

Abbeydale Vetlink Veterinary Training Ltd has incorporated Child Protection into the whole organisational approach to Safeguarding and the term Safeguarding is deemed to include Child Protection in all policies and procedures. Abbeydale Vetlink maintains separate training for

safeguarding and the Prevent Duty to ensure that staff are fully trained and aware of the requirements to respond to abuse and neglect as well as to ensure that all College activities protect students and staff from harm.

All staff will read the document titled 'Keeping children safe in education: for school and college staff (part one)' and complete an online training course annually to keep updated. The directors who are responsible for recruitment will also undertake Safer Recruitment CPD.

Helpline numbers are displayed within the college environment for both apprentices and staff and these numbers are also supplied on the apprentice's memory sticks to access from outside the college.

See annexes 1 and 2 at the end of this policy for more information.

Site security arrangements

Abbeydale is set within a private business park, within the building there are security cameras which are monitored regularly. The access doors to the college are always monitored and staff are encouraged to approach and challenge any unexpected visitors on site.

Each staff member has identity badges to wear to identify themselves to apprentices whilst on workplace visits.

Each apprentice's workplace is visited regularly, and inspection of health & safety policies and procedures are checked. Safeguarding is discussed within the monitoring visit and any concerns are reported to the directors.

Safer recruitment

To ensure our apprentices are kept safe whilst recruiting new members to the Abbeydale team we will have consideration to safeguarding arrangements at every step of the process.

Planning and Advertising- we will be clear about the mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether any matters need to be stated in the advertisement for the post, to prevent unwanted applications. The advertisement will also include a statement about Abbeydale's commitment to safeguarding and promoting the welfare of children, young people and Adults at Risk and a reference to the need for the successful applicant to undertake an enhanced Disclosure and Barring Service check where appropriate.

Job details- a job description will be provided to include an outline of the role and responsibilities.

Information from applicants- a comprehensive CV will be requested when receiving applications. This will help us identify qualifications, present employers, and any gaps in employment history.

Scrutinising and Short Listing- both directors will be involved in the scrutinising and shortlisting of potential candidates. Kirsty and Sam will have each completed safer recruitment training which is kept updated. Any anomalies, discrepancies or gaps in employment and the reasons for this should be noted so that they can be taken up as part of the consideration of whether to shortlist the applicant, as well as a history of repeated changes of employment without any clear career or salary progression or a mid-career move from a permanent to temporary post. All candidates should be assessed equally against the criteria contained in the person specification.

Interviews- The interview should assess the merits of each candidate against the job description and person specification, and explore their suitability to work with children/young people/Adults at Risk.

The interview will stress that the identity of the successful candidate will be checked thoroughly and, that where a Disclosure and Barring Service check is appropriate, before the appointment there will be a requirement to complete an application for a Disclosure and Barring Service disclosure. All candidates will bring with them documentary evidence of their right to work in the UK and their identity. Candidates will also bring documents confirming any educational and professional qualification(s). A copy of the documents used to verify the successful candidate's identity and qualifications will be kept for the personnel file.

Interview process- Each shortlisted candidate will be required to attend an interview with the directors and/or lead tutor. Pre-set questions will be asked to each candidate which will explore employment history and transferable skills. This then will be followed by a 15-20 microteach.

Step two will involve each shortlisted candidate teaching a group of apprentices on a subject of their choice. This will be supervised by the lead tutor/a director. Apprentices then will be asked for their opinion.

Pre-Appointment Checks and References- An offer of appointment to the successful candidate should be conditional upon:

- Receipt of at least two satisfactory written references, where possible confirmed by telephone.
- Verification of the candidate's identity.
- A brief investigation into any online presence e.g., social media accounts, findings of a web-search
- A satisfactory Disclosure and Barring Service Disclosure at the appropriate level (unless the Disclosure and Barring Service Update Service applies).
- Confirmation that the candidate has a right to work in the UK
- Verification of qualifications.
- Verification of professional status/registration where required, e.g., RCVS
- Verification of successful completion of statutory induction / probationary period where appropriate.

Prevent Duty

Abbeydale Vetlink Veterinary Training has a legal responsibility to fulfil the Prevent Duty. Abbeydale actively promotes and raises awareness amongst the stakeholders including employers, students, and staff of the Prevent Duty and how to keep safe from radicalisation and to become resilient to extreme narratives. A Risk Register and Action Plan will be monitored through risk management by the directors and the governors.

British values

Abbeydale Vetlink Veterinary Training Ltd fully supports and promotes the ethos of British values: Democracy, rule of law, liberty, respect, tolerance and understanding of different faiths and beliefs, through a range of activities. Students and staff are made aware of the link between Prevent Duty and British values. The Abbeydale Vetlink Veterinary Training culture embeds British values and reflects the country we live in to ensure that apprentices are resilient to extreme narratives.

Equality, Diversity and Inclusion

Abbeydale Vetlink Veterinary Training Ltd actively promotes Safeguarding and Equality, Diversity and Inclusion which are intrinsically linked by separate Equality and Safeguarding Legislation and subsequent Abbeydale policies, creating an environment that eliminates discrimination, bullying and harassment and reinforces the Safeguarding Agenda. Together they work to provide a safe environment in which to study. Training on Equality, Diversity and Inclusion and Safeguarding is required by staff members ensuring all staff are fully aware of the importance of Safeguarding and how to keep students safe from harm.

Behaviour Management

The Abbeydale student memorandum of agreement document outlines the principle of assertive discipline: positive behaviour management. This underpins Safeguarding and Equality Diversity and Inclusion. Abbeydale Vetlink Veterinary Training takes a proactive approach to staff development and student training to ensure behaviours are appropriate and choices keep everyone safe.

Abbeydale adopts a zero-tolerance approach to any form of bullying or discrimination within the college environment. We encourage apprentices to take responsibility for their conduct and to look out for any peers who may be struggling.

Apprentices have a regular appraisal of their professional behaviour and conduct throughout the course, this not only ensures that they are assessed but also encourages awareness of unacceptable behaviour in others and how to report those concerns.

Health & Safety

Abbeydale Vetlink Veterinary Training has incorporated the Health & Safety Policy and Procedure into Safeguarding to ensure a proactive approach to risk assessment and all related Health & Safety activity. This ensures all students, staff and stakeholders are kept safe in addition to regular promotion and training in Health and safety.

Safe working practices are embedded throughout the syllabus and apprentices are encouraged to consider both their safety and the safety of their colleagues. Health and Safety are embedded into each subject taught during the course.

IT Monitoring

Apprentices are taught about online safety and exposed to some of the risks they are likely to encounter especially through social media at induction and during their academic course. Abbeydale is Cyber Essentials Certificated, and safety systems have been checked by an IT specialist.

The Abbeydale Moodle is backed up daily and Abbeydale can view and review the apprentice's usage. All sites recommended as learning resources are checked by the directors for validity and security, thus ensuring apprentice safety.

Any concerns with activity via social media are encouraged to be reported to the directors of Abbeydale.

Tutorials

Embedded into the course are set tutorials, these occur once a term. These tutorials aim to educate apprentices about how to keep themselves and their colleagues safe, to promote a quality working environment, how to raise concerns and to promote health and wellbeing.

Associated Policies

The following policies specifically underpin the Abbeydale Vetlink Veterinary Training Ltd Safeguarding Strategy although all activities and policies incorporate safeguarding:

Policies that relate to both staff and students:

- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- First Aid and Accident Policy

Policies that relate to students:

- Safeguarding Policy
- Online-Safety Policy
- Learner Memorandum of Understanding
- Student Disciplinary Policy and Procedures
- Fitness to Practice Policy

Policies that relate to staff:

- Staff Code of Conduct
- Whistleblowing
- Lone Working Policy
- Procedures for managing allegations against staff

Tutors and Designated Safeguarding Leads must consider external factors when reviewing and dealing with safeguarding incidents and student behaviours. Knowledge of individual situations such as home life, social contacts and living environments can place the behaviour or incident into context, informing the next steps to protect and prevent situations from developing further.

Being proactive in understanding the wider context in which the student lives can help put safeguarding measures in place before incidents occur, thus reducing threats and harm to the individual. The contextual background will also help inform the referral process when working with external organisations. This could include child protection, abuse, preventing radicalisation, peer-on-peer abuse including sexual violence, sexual harassment and sexting, and any number of safeguarding categories such as online abuse and bullying, drugs, gangs, child sexual exploitation, FGM etc.

Counter Terrorism and Prevent Duty

The country remains on high alert for an imminent terror attack. The main threat comes from animal activist groups and right-wing groups such as Britain First. The threat will continue to focus on those perceived to be non-British and immigrants and will be expected to increase leading up to and beyond Brexit.

Responsibilities associated with Safeguarding

Safeguarding is the responsibility of everyone. Staff must read the current version of Keeping Children Safe in Education, Part One and Annex A as a minimum. The following positions have additional safeguarding responsibilities.

Any vulnerable groups of apprentices are identified, and extra care is taken to ensure their safety.

Student safeguarding and Child Protection

Designated Prevent Leads: Directors of Abbeydale Vetlink Veterinary Training

Procedures for getting additional support and guidance

If you are concerned about a learner further additional support and guidance can be provided by the company directors. Apprentices are provided with information on safeguarding in their student handbooks and where to gain access to support; internal to Abbeydale and externally. These safeguarding contacts are provided on the learner's memory stick, Moodle and in every lavatory on site for private access. Apprentices are provided with the compulsory tutorial in term one where safeguarding procedures are discussed. Within annexe 4 contact for advice and who to contact in the event where a concern is needed to be reported.

Procedure for reporting a Safeguarding or Prevent cause for concern

If you are made aware of any allegations or suspicions of harm to a learner or member of staff, you should report your concerns immediately to the company directors. There is an incident reporting form in Annex 3 at the end of this policy.

If you are made aware of any allegations or suspicions of harm relating to the Prevent agenda about a learner or a member of staff, you should report your concerns immediately to the company directors.

There is no single route to radicalisation. However, some behavioural traits could indicate that a learner has been exposed to radicalising influences.

Radicalisation can happen over a long period. In some cases, it is triggered by a specific incident or news item and can happen much more quickly. Sometimes there are clear warning signs of radicalisation, in other cases, the changes are less obvious.

The following behaviours listed here are intended as a guide to help identify possible radicalisation:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts

- Sympathetic to extremist ideologies and groups
- Online behaviour

Changing online identity

- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation
- You know your students well, so are in a prime position to recognise if they're acting out of character. Trust and have confidence in your professional judgement and get advice if something feels wrong.

Below is the step by step-by-step investigation process.

When working through the process it is recommended that you:

- Remain calm and reassure the person that they have done the right thing by speaking up
- Listen carefully and give the person time to speak
- Explain that only the professionals who need to know will be informed, but never promise confidentiality
- Act immediately, and do not try to address the issue yourself
- Write a statement, giving as much detail as possible; date & time, what was said, how you acted, any names/parties mentioned
- Report to your line manager who is then responsible for contacting the LSO. It is the duty of anyone working with children to report disclosure or harm
- Remember that it is not for you to decide whether or not suspicion or claim is true; all instances must be taken seriously

AVVT member is concerned a child is being harmed or at risk from potential harm / Member of staff is told about an incident of harm or potential harm to a learner.

Remember, if you are concerned that there is an immediate risk of harm to a child, please contact the emergency services without delay on 999 or 101.

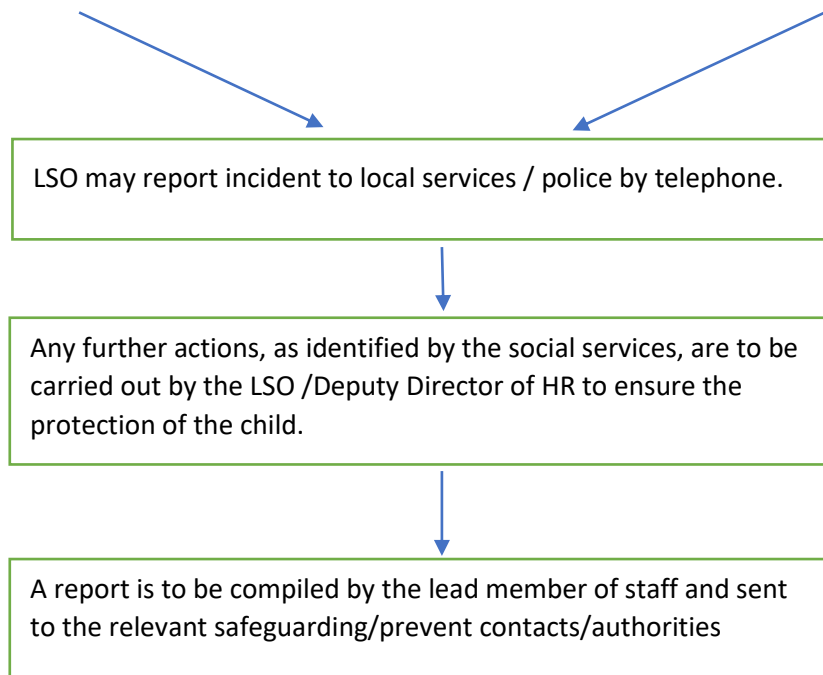
Write a written statement about the incident asap, recording relevant information

Does the incident relate to a member of staff?

Report incident to your line manager who will discuss it with the Lead Safeguarding officer.

to be reviewed July 2021

Report incident to your line manager who will discuss it with the Lead Safeguarding Officer. LSO will alert the Deputy Head of HR.



Monitoring Abbeydale's effectiveness

This policy will be reviewed on an annual basis by a director and updated accordingly. The policy will be presented to the board of governors who will test the impact of the procedures.

The governors' board will also receive a redacted list of any new or ongoing safeguarding/Prevent concerns so they may ensure correct procedures are being followed by Abbeydale to keep that individual safe.

Annexe 1, TYPES AND POSSIBLE SIGNS OF CHILD ABUSE

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

There can be an overlap between all the different forms of child abuse and all or several can co-exist.

PHYSICAL ABUSE

Physical abuse causes harm to a child. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury from occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

- Signs of possible physical abuse:
- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses are given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.
- Running away

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

NEGLECT

Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may involve a failure to provide adequate food clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, a child's basic emotional needs

Signs of possible physical neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- The poor state of clothing
- Frequent lateness and/or unexplained non-attendance at College
- Untreated medical problems
- Low self-esteem
- Poor peer relationships

- Stealing

EMOTIONAL ABUSE

Emotional abuse occurs where there is persistent emotional ill-treatment or rejection such as to cause serious and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self-worth. It may involve conveying to children that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may involve ridiculing them or making fun of the way they speak. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all forms of abuse.

Signs of possible emotional abuse:

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

SEXUAL ABUSE

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity. The child doesn't need to be aware that the activity is sexual and that the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts, kissing, rubbing, and masturbation, touching under or over clothes. They may involve non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Signs of the sexually abused child:

Not all children can tell their parents that they have been assaulted. Changes in behaviour may be a signal that something has happened. These are general indicators that a child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

Behavioural

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond the child's years
- Unusual interest in the genitals of adults children or animals
- Expressing affection in inappropriate ways, e.g. 'French kissing'
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Sexual promiscuity

Physical / Medical

- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, eg anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name the father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self-mutilation/suicide attempts

Annexe 2, Type of Harm to Vulnerable Adults

Type of harm to Vulnerable Adults	Meaning	Examples
Emotional / Psychological	Action or inaction by others that cause mental anguish	Inflexible regimes and lack of choice. Mocking, coercing, denying privacy, threatening behaviour, bullying, intimidation, harassment, deliberate isolation, deprivation.
Financial	Usually associated with the misuse of money, valuables or property	Unauthorised withdrawals from vulnerable adult's bank account, theft, fraud, exploitation, pressure in connection with wills or inheritance
Physical	Any physical contact that results in discomfort, pain or injury	Hitting, slapping, pushing, shaking, bruising, failing to treat sores or wounds, under or overuse of medication, un-prescribed or inappropriate medication, use of restraint or inappropriate restraint, inappropriate sanctions.
Sexual	Coercion or force to take part in sexual acts	Inappropriate touching. Causing bruising or injury to the anal, genital or abdominal area. Transmission of STD.
Neglect	Failure to identify and/or meet care needs	Untreated weight loss, failing to administer reasonable care resulting in pressure sores or uncharacteristic problems with continence. Poor hygiene, soiled clothes not changed, insufficient food or drink, ignoring resident's requests, unmet social or care needs.
Verbal	Any remark or comment by others that causes distress	Demeeaning, disrespectful, humiliating, racist, sexist or sarcastic comments. Excessive or unwanted familiarity, shouting, swearing, name calling

Annexe 3, Incident reporting form

Your name:	Abbeydale Vetlink Veterinary Training Ltd
Your role:	
Contact information (you):	
<i>Address:</i>	<i>Postcode:</i>
<i>Telephone numbers:</i>	<i>Email address:</i>
Learners name:	Learner date of birth:
Learners' ethnic origin: <i>Please state</i>	Does the learner have a disability: <i>Please state</i>
Learners gender:	
<input type="checkbox"/> Male <input type="checkbox"/> Female	
Parent's / carer's name(s):	
Contact information (parents/carers):	
<i>Address:</i>	<i>Postcode:</i>
<i>Telephone numbers:</i>	<i>Email address:</i>
Have parents/carers been notified of this incident?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
If YES please provide details of what was said/action agreed upon:	
Are you reporting your concerns or responding to concerns raised by someone else:	
<input type="checkbox"/> Responding to my concerns <input type="checkbox"/> Responding to concerns raised by someone else	
If responding to concerns raised by someone else: <i>Please provide further information below</i>	
<i>Name:</i>	
<i>Position within the sport or relationship to the learner:</i>	
<i>Telephone numbers:</i>	<i>Email address:</i>
Date and times of incident:	

Details of the incident or concerns:

Include other relevant information, such as a description of any injuries and whether you are recording this incident as fact, opinion or hearsay.

Learners' account of the incident:

Please provide any witness accounts of the incident:

Please provide details of any witnesses to the incident:

Name:

Position within the club or relationship to the learner:

Date of birth (if under 18):

Address:

Postcode:

Telephone number:

Email address:

Please provide details of any person involved in this incident or alleged to have caused the incident/injury:

Name:

Position within the organisation or relationship to the learner:

Date of birth (if under 18):

Address:

Postcode:

Telephone number:

Email address:

Please provide details of action taken to date:

Has the incident been reported to any external agencies?

- Yes
 No

If YES please provide further details:

Name of organisation/agency:

Contact person:

Telephone numbers:

Email address:

Agreed action or advice is given:

Your Signature:		Print name:	
Date:			

Contact Kirsty or Sam as the Designated Safeguarding Officer in line with Abbeydale Vetlink Veterinary Training Ltd reporting procedures.

Annexe 4, Safeguarding contacts

Bristol City Council

<https://www.bristol.gov.uk/social-care-health/report-suspected-abuse>

Follow the web link – Bristol City like all concerns to be reported using a report adults form. This is accessed via the web link above.

Concerns can also be raised via their Care Direct on **0117 922 2700**, 8.30 am to 5 pm, Monday to Friday. There's an answerphone service outside these hours. In an emergency call 999.

Cardiff City and Vale of Glamorgan Regional Safeguarding Board

<https://www.cardiffandvalersb.co.uk/adults/contact-adult-board/concerned-about-an-adult/>

Vale of Glamorgan Adult Services: **01446 700111**

Cardiff Multi-Agency Safeguarding Hub (MASH): **02920 338439**

Out of Hours: **02920 788570**

Carmarthenshire County Council

<https://www.carmarthenshire.gov.wales/home/council-services/social-care-health/worried-about-an-adultchild/#.W3sX1uhKiUk>

Delta Wellbeing on **0300 333 2222** (available 24 hours, 7 days a week). If immediate help is needed dial 999.

Ceredigion County Council

<https://www.ceredigion.gov.uk/resident/social-care-wellbeing/feeling-safe/worried-about-an-adult-or-child-safeguarding/>

Office hours - **01545 574000**

Outside of Office hours - **08456 015392**

Redditch & Bromsgrove County Council

<http://www.redditchandbromsgroveccg.nhs.uk/news-5/worcestershire-safeguarding-adults-board-supports-campaign-raising-awareness-of-elder-abuse/>

Gloucestershire County Council

<https://www.gloucestershire.gov.uk/gsab/>

Adult Safeguarding emergency helpdesk 01452 426868

Email: gsab@gloucestershire.gov.uk

Herefordshire County Council

https://www.herefordshire.gov.uk/info/200147/social_care_and_support/319/protect_someone/2

To report a concern about an adult ring:

01432 260715 (weekdays 9 am-5 pm)

0330 123 9309 (after 5 pm, weekends and public holidays)

Emergencies: If someone is injured or in immediate danger dial 999

If there is no emergency but you think a crime may have been committed ring West Mercia Police on 0300 333 3000 or 101

Email: safeguarding@herefordshire.gcsx.gov.uk

Monmouthshire County Council

<http://www.monmouthshire.gov.uk/safeguarding>

Adult Safeguarding Duty phone number and email address:

01291 638928

email: monpovaduty@monmouthshire.gcsx.gov.uk

If it is outside of office hours – Out of Hours and Bank Holidays Emergency Duty Team: 0800 328 4432

In an emergency dial 999

Newport City Council

<http://www.newport.gov.uk/en/Care-Support/Safeguarding-and-abuse/Adults-at-risk.aspx>

In an emergency phone the emergency services on 999

Gwent Police on **(01633) 838111**

Call the Protection of Vulnerable Adults Team (POVA) on **(01633) 656656** or if after 5 pm call Freephone at **0800 328 4432**

Email: firstcontact.adults@newport.gov.uk

Follow the web link – Newport City like concerns to be reported using a Duty to Report adults form. This is accessed via the web link above. Complete the Duty to report form paper version or e-version and email the completed forms to firstcontact.adults@newport.gov.uk

Oxfordshire Council

https://www.oxford.gov.uk/info/20101/community_safety/348/keeping_people_safe

Oxford City Council Safeguarding Contacts

Dani Granito, Partnership Development Manager. Email: dgranito@oxford.gov.uk

Mike Newman, Corporate Secretariat Manager. Email: mnewman@oxford.gov.uk Tel: **01865 252140**

Stephen Clarke, Head of Housing. Email: sclarke@oxford.gov.uk Tel: **01865 252447**

Helen Bishop, Head of Business Improvement. Email: hbishop@oxford.gov.uk Tel: **01865 252233**

Tim Sadler, Executive Director for Community Services. Email: tsadler@oxford.gov.uk Tel: **01865 252101**

Oxfordshire County Council Assessment Team – **Tel: 0845 050 7666**

Updated and reviewed 11th July 2024 To be reviewed July 2025



Oxfordshire County Council Emergency Duty Team (After 5 pm Mon - Thur and 4 pm on Fri) – Tel:
0800 833408

Non-Emergency Police Team (For reporting historic concerns) – 101

Powys County Council

<https://customer.powys.gov.uk/article/1894/Report-Adult-Abuse>

01597 827666 (office hours)

0845 054 4847 (out of hours)

Email: people.direct.adults@powys.gov.uk

Swansea Council

<https://www.swansea.gov.uk/safeguardingadults>

Tel: **01792 636854** 8.30 - 5.00 Monday - Thursday and 8.30 - 4.30 on Friday.

Email: adult.safeguarding@swansea.gov.uk

If you think that a criminal act has or may have taken place you can contact the police at 01792 456999 or 101.

There is more information on Swansea Council's website including a link to the Wales Interim Policy and Procedures for the Protection of Vulnerable Adults from Abuse

www.swansea.gov.uk/safeguardingadults

Wiltshire County Council

<http://www.wiltshire.gov.uk/adult-care>

Telephone: **0300 456 0111** Textphone: **01225 712501**

Email: adviceandcontact@wiltshire.gov.uk

Monday to Thursday: 08:30 – 17:20 / Friday: 08:30 – 16:20

Emergencies out of hours: **0300 456 0100**

Worcestershire County Council

<http://www.worcestershire.gov.uk/wsab>

Emergencies: **01905 768053**