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# Green Routes

## Children and Adults at Risk Policy

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## 1. Introduction & Purpose

Green Routes is concerned for the safety and well-being of all students and seeks to safeguard the welfare of children, young people and adults at risk within the student population

The aim of this policy is to assist Green Routes to create a safe, supportive environment within which students can prosper and that protects them from harm, abuse and exploitation by outlining the responsibilities of Green Routes' staff and the boundaries of appropriate behaviour.

Green routes will, at all times, take due cognisance of current legislation and relevant guidelines ( see page 7 below )

## 2. Definitions

- A child is a person under the age of sixteen years
- A young person is a person under the age of eighteen years
- An adult at risk is a person over the age of 16 who is :
  - Unable to safe guard themselves. Their property, rights or other interests at risk of harm
  - And because they are affected by disability, mental disorder, illness or physical or mental infirmity, they are more vulnerable to being harmed than others who are not so affected.

This policy refers to ' adults(s) at risk as a vulnerable person(s)'

## 3. Types of abuse

The following information gives a general indication of the main ways abuse can occue. The main forms of abuse fall into five categories : Physical, Sexual, Emotional, Neglect and Financial,

## 4. Key Guiding Principles & Definitions

### Physical Abuse

Physical abuse is where one person physically threatens to hurt, hurts or injures another by means or method.

### Sexual Abuse

Any form of sexual activity that the adult does not want, has not consented to or to which they do not have the capacity to give informed consent. It includes ant sexual act.

### Psychological / Emotional Abuse

The use of intimidation, hostility, threats, humiliation, shouting or acts of indifference or rejection towards an adult. This may result in the adult's choices, wishes and opinions being affected adversely or the person becoming physically and emotionally isolated.

### Neglect and acts of Omission

The deliberate withholding of or failure to provide the help or support a person needs to carry out activities of daily living. It includes the failure to provide appropriate intervention or support to help a person, who does not have the capacity to assess risk, to deal with situations which are dangerous to themselves or others.

### Financial or Material Abuse

Financial abuse describes the situation where an abuser misappropriates a child's or vulnerable person's money and ' or other assets through various means ( eg theft or fraud ); misuse or wrongfully spends a child's or vulnerable person's assets while having legitimate access to these; or fails to use a child's or vulnerable person's assets to meet that individual's needs.

Financial or material abuse may include :

- Theft
- Fraud
- Exploitation
- Pressure to buy peer group friendship
- The misuse or misappropriation of possessions or benefits by someone who has been trusted to handle their finance or who has assumed control of their finances by default.



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## 5. Disabled adults

Disabled Adults are particularly vulnerable to abuse. This may be because:

- They might be less to report abuse
- They might be less able to protest
- They might be more dependent on others and less accustomed to exercising individual control
- They might require more help with intimate body care
- Differences in appearance or behaviour may be attributed to disability rather than abuse.

## 6. Responsibilities

Relevant staff development will be provided related to the care and protection of children and adults at risk. All staff will be given the opportunity to participate in relevant protection training as part of the training programme. Certain staff may be provided with specialist training for their role and are required to keep this updated.

All staff must ensure that learning and teaching materials used in the delivery of courses should take into account the specific needs, sensitivities and vulnerabilities of all learners.

Green Routes also carries out PVG Scotland procedures for all our members of staff. Recruitment will be dependent on the acceptable outcome of the disclosure check.

This policy will be communicated to staff / volunteers through the website and during training.

## 7. Reporting Suspected Abuse Procedure

It is not the responsibility of GREEN ROUTES staff to decide if abuse is occurring **but it is their responsibility to act on any concerns. Ignoring the possibility may harm the person concerned by allowing the abuse to continue.** ( Everyone involved in the care of vulnerable adults or children should know what to do if there are concerns about suspected instances of abuse ) see page 4 below  
If in doubt report your concerns to your line manager or another senior colleague.

## 8. Indications of abuse taking place

These include :

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- An injury for which the explanation seems inconsistent
- The person describes an abusive act involving him / her
- Someone else expresses concern about the welfare of a vulnerable adult or child
- Unexplained changes u=in behaviour ( eg becoming very quiet, withdrawn or displaying sudden outbursts of temper )
- Inappropriate sexual awareness or activity
- The person becomes dirty or unkempt
- Lack of cash on day to day basis
- Unusual or inappropriate financial transactions
- A person who is managing the finances being overly concerned with money

## 9. Good Practice Guidelines in the Care of Vulnerable Adults and Children

GREEN ROUTES staff / volunteers should never:-

- Engage in rough, physical, or sexually provocative games
- Allow or engage in inappropriate touching of any form
- Allow the use of inappropriate language unchallenged
- Make sexually suggestive comments to others, even in 'fun'
- Let allegations a vulnerable adult or child makes go unchallenged, unrecorded or not acted on
- Do things of a personal nature that vulnerable adults or child can do for themselves



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### **10, What you should do if someone discloses harm**

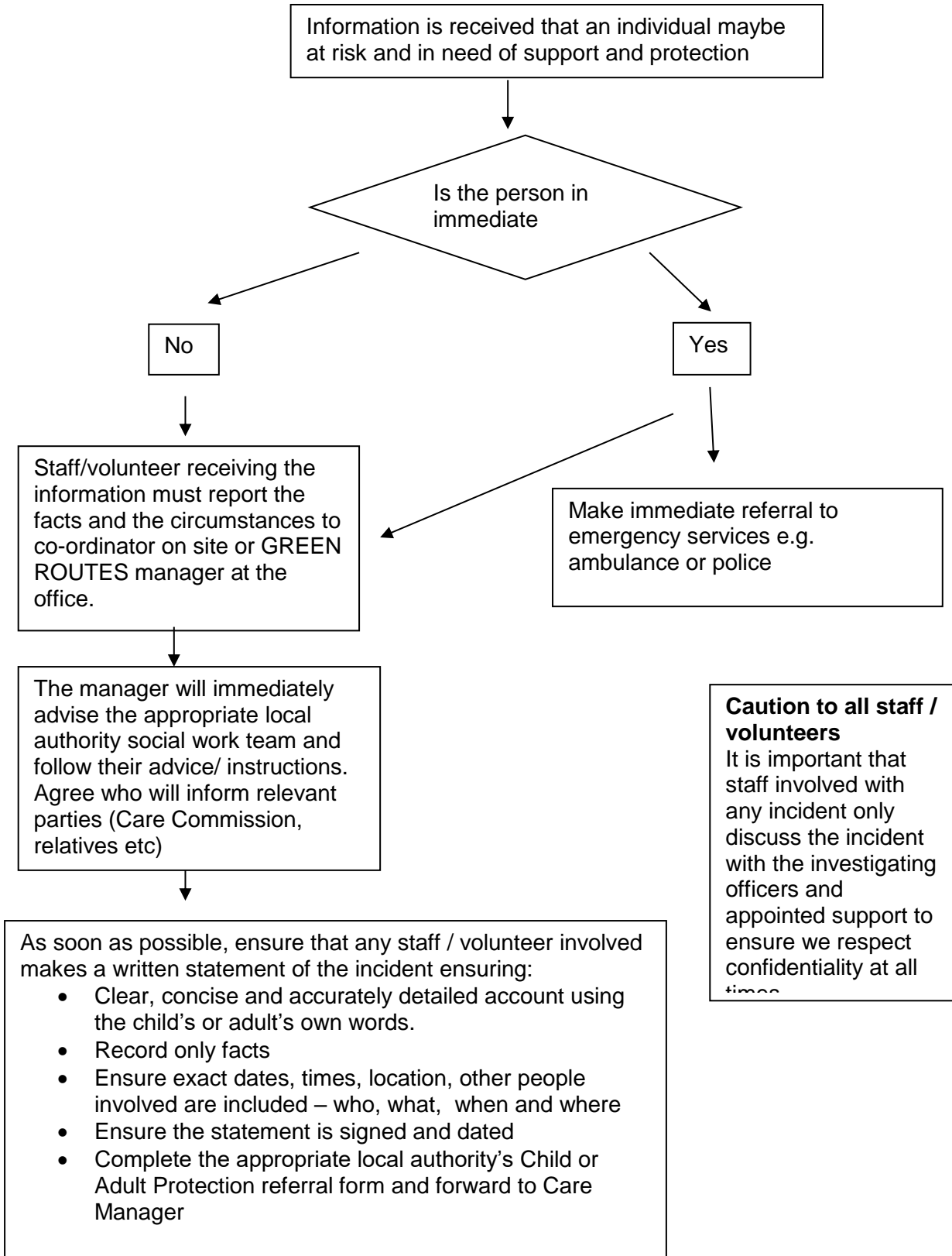
Many incidents of harm crimes only come to light because the person being harmed tells someone. As with all sensitive communication it is important that you listen attentively and try to put the person at ease. It is also important that you demonstrate to the person that you believe them.

Try to;

- Compose yourself
- Listen carefully
- Ask on simple, open questions, try to avoid leading questions
- Reassure the person, make them feel safe and secure
- Explain that you need to take appropriate action, never promise you will keep their secret.
- Tell your co-ordinator on site or the Green Routes manager

Follow the procedure shown in the flowchart on the following page.

## 11. Support and Protection Reporting





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## **12. Notes on Reporting Procedure**

- 1.** Keeping appropriate records is an important part of dealing with abuse/suspected abuse. A pattern of abuse may only become apparent after a period of time. It is imperative that any concerns, suspicions or unusual matters are accurately recorded as part of a care record.
- 2.** Adopt an attitude of unconditional positive regard. This means that we should not be judgemental about people, we should seek to help them regardless of who they are, what they have done or whether we like them or not.
- 3.** Be prepared to listen. When people disclose abuse, what they tell us can be quite horrific and shocking. We therefore have to be prepared for this to allow us to still listen without our own personal feeling getting in the way.
- 4.** Don't put your head in the sand. Some people do not like to accept that abuse takes place. They are therefore very reluctant to recognise that certain behaviours and situations may be indicative of abuse. This is a dangerous attitude, as mentioned above, this persons lack of understanding/naiveté about abuse may be contributing to the continuation of that abuse.
- 5.** Know the procedure. It is important that you know the correct process for making a referral or setting in motion procedures designed to investigate or deal with suspected abuse situations.



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### **13. Legislation and Policy Documents**

- Adult Support & Protection (Scotland) Act (2007)
- Protection of Vulnerable Groups (Scotland) Act 2007
- Mental Health (Care & Treatment) (Scotland) Act 2003
- Sexual Offences (Scotland) Act 2009
- Adults with Incapacity (Scotland) Act 2000
- Protection from Abuse (Scotland) Act 2001
- NHS & Community Care Act 1990
- Community Care & Health (Scotland) Act 2002



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#### 14. CODE OF CONDUCT FOR STAFF

GREEN ROUTES staff / volunteers – can all contribute to the development of safer communities for vulnerable adults or children. The code of conduct relates specifically to keeping vulnerable adults and children safe and should be followed in conjunction with the policies and procedures in the staff handbook.

##### **You should:**

- Play your part in helping to develop an ethos where all people matter and are treated equally, and with respect and dignity.
- Respect everyone's right to be involved in making choices and decisions which directly affect them.
- Listen attentively to any ideas and views a vulnerable adult or child wants to share with you.
- Respect everyone's culture (for example their faith and religious beliefs)
- Respect vulnerable adults' and children's right to privacy and personal space.
- Respond sensitively to vulnerable adults or children who seem anxious about participating in certain activities.
- Speak to a senior member of staff immediately if you suspect that a vulnerable adult or child is experiencing bullying or harassment.
- Be aware of the additional vulnerability of some groups of people to being isolated and hurt (for example, people from black and ethnic minority groups)
- Listen carefully to vulnerable adult or child who 'tells' you (through drawings and behaviour as well as words) that they are being harmed and report what you have discovered immediately. Never simply dismiss what a vulnerable adult or child tells you as lies or exaggeration.
- Report immediately any suspicion that a vulnerable adult or child could be at risk of harm or abuse.
- Challenge unknown individuals on site;
- Only restrain a vulnerable adult or child who is at imminent risk of inflicting harm to themselves or others or at risk of damaging property.





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### **You should not**

- Exaggerate or trivialize another worker's concern about a vulnerable adult or child, or ignore an allegation or suspicion of abuse in the hope that it will either `go away` or that `someone else will deal with it`
- Involve other external participants without a member of staff / volunteer being present.
- Discuss personal issues about a vulnerable adult or child or their family with other people except with senior staff when you are concerned about a child or young person's well being.
- Be drawn into any derogatory remarks or gestures in front of vulnerable adults or children.
- Allow a child or vulnerable adult to be bullied or harmed by anyone in the organisation
- Allow a child or vulnerable adult to swear or use sexualized language unchallenged.
- Draw conclusions about others without checking the facts.

### **You must never**

- Engage in sexually provocative games, including horseplay.
- Allow others to or yourself engage in touching a child or vulnerable adult in a sexually provocative manner.
- Make sexually suggestive comments to a child or vulnerable adult, even in `fun`.
- Engage in rough or physical contact unless it is permitted within the rules of a game or sports activity or conforms to the guidance on appropriate physical restraint.
- Form inappropriate emotional or physical relationships with children or vulnerable adult with whom you work.
- Harass or intimidate a child, vulnerable adult or worker because of their age `race` gender, sexual orientation, religious belief, socio-economic class or disability.
- Invite or allow a child or a vulnerable adult to stay with you at your home.

Date/signature as adopted by the Board of Trustees: 25/04/2011 \_\_\_\_\_

Date/Signature as reviewed: 30/11/2022 \_\_\_\_\_