

Safeguarding Vulnerable Adults

There are two main aspects to safeguarding and promoting welfare of children and vulnerable adults. These are:

1. Minimising risks and taking all appropriate actions to address concerns
2. Actively promoting the concept of the 'safe learner'.

Inspection processes:

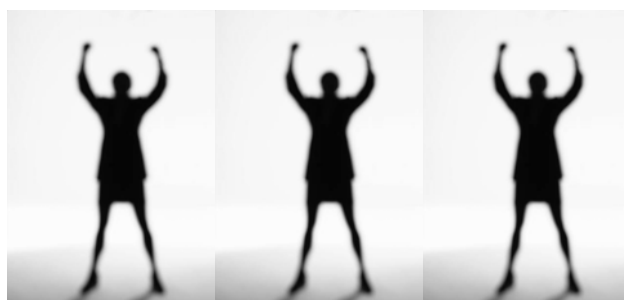
New inspection judgements on safeguarding will be wider than protection in relation to individual children and vulnerable adults. They will include issues like:

- learner health and safety
- bullying
- meeting medical needs
- provider security arrangements

A recent article in the 'Ofsted news' outlines the requirements for safeguarding adults:

The law requires organisations serving children and learners under 18 to keep them safe from danger, harm or abuse. These responsibilities, commonly known as safeguarding, are being extended from 1 April 2008 to learning and skills providers in respect of any vulnerable adults that are training or learning with them.

The implementation of the Independent Safeguarding Authority scheme gives new responsibilities to training providers working with vulnerable adults. Such adults are defined under the Safeguarding Vulnerable Groups Act 2006 as people aged 18 and over who are receiving support because they have physical or mental health disabilities. Support includes social care, health services, sheltered housing, help in the conduct of their affairs, and assistance if they are detained in custody or under a probation order



Every Child Matters Agenda

Links will be made to the five Every Child Matters outcomes - ensuring services help children and vulnerable adults as far as possible to be healthy; stay safe; enjoy and achieve; make a positive contribution to the world around them; and achieve economic well-being.

Inspectors will consider safeguarding across whole organisations, using a framework that will guide providers and make the necessary arrangements. The inspection framework will look at whether providers:

- are committed to working with local safeguarding boards, other social care partnerships and providers to develop good practice and staff training
- have a clear statement for all learners and staff indicating zero tolerance of abuse and other harmful behaviours
- have a risk-management system that will ensure learner safety and security in all situations
- have the right policies and procedures in place, and understand their statutory duties to assist the appropriate authorities on safeguarding issues
- ensure that employers taking vulnerable people on long-term work experience understand the safeguarding practice they need to put in place
- are committed to training all staff at all levels on safeguarding and that training opportunities are available, including as part of induction
- listen to learners, respond to their concerns; and include them in developing safeguarding partnerships, policies and procedures and evaluating their effectiveness

Useful links:

- For more information and further guidance visit www.isa-gov.org.uk
- Learners at [Action Disability Kensington Chelsea](#), a user-led organisation supporting disabled people to live independently and campaigning for an inclusive society.
- More detailed information can be found under annex A of *The second joint Chief Inspectors' report on arrangements to safeguard children*:
http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Migration/hmica/safeguards2.pdf

Source: Ofsted News, May 2008