

# CnES, Adult Learning Team

## Face to Face and Online Safeguarding Procedures



“All professionals who have contact with adults at risk have a responsibility to refer concerns / anxieties / allegations / disclosures to the appropriate agency. However, it should be recognised that, at times, this may pose a dilemma for staff who may feel that by so doing this could alienate the individual and / or the family and the potential for preventative work. To do nothing, or to promise confidentiality and then report the concern, is not acceptable. The recommended procedure is to openly and honestly discuss with the individual and / or family the intention to report the information given and to advise them of the possible consequences. This is in line with the underpinning principles of the Adult Support and Protection (Scotland) Act 2007”

Comhairle Nan Eilean Siar  
Adult support and Protection (Scotland) Act 2007  
Multi-Agency Procedures and Guidelines

Please refer to the embedded documents at the end of this document.

It is preferable when working one to one with a learner (in person) to have another tutor in the vicinity, if this is not possible then there should at least be someone else in the building.

Doors should be pinned open.

If you have any concerns speak to Line Manager, if in the building, or refer to the flowchart.

If a learner makes a disclosure that does not place them in immediate risk, have a conversation and signpost the learner to appropriate support agencies. Arrange to check up with learner the next week to see how they are feeling. If they are at immediate risk, advise the learner you need to pass this on to keep them safe, contact Line Manager to come and join a conversation, take accurate notes. If Line Manager not available contact Service Manager or Chief Social Work Officer.

As Adult Learning workers we enjoy a good relationship with learners, however that cannot cloud our judgment, if we have concerns about the person they must be passed on.

Be aware of how much personal space a learner feels they need.

## **Introduction**

The Adult Learning Team actively promotes the welfare and wellbeing of all learners, volunteers, and staff with whom we engage in the course of our work.

## **Purpose**

To provide staff and volunteers with guidance on how to respond to and report concerns.

## **Principles**

All issues relating to online Child Protection and Protection of Vulnerable Adults should be dealt with in the same way as with face-to-face delivery.

All issues must, in the first instance, be reported to the Line Manager.

All Adult Learning staff are required to complete Public Protection Training

All Adult Learning staff and volunteers are members of the PVG scheme

## **On screen presentation**

Staff should apply a background effect to ensure privacy

Staff should advise learners to apply a background effect to ensure privacy

If learner is unable to apply a background, staff should advise learners to ensure there is no personal information visible to others on screen.

All efforts should be made to find a way to explain this to ESOL learners, using WhatsApp video instructions or screen sharing to demonstrate.

## **Cause for concern**

If learner behaviour is deemed inappropriate the tutor should advise the learner that they are going to end the session and end the session immediately.

Tutor should then contact Line Manager and pass on information

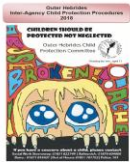
If learner behaviour gives tutor cause for concern, or if learner discloses information that gives cause for concern, this must be passed on to Line Manager *See appendix 1 flowchart*

## **Learner contact (in case of emergency)**

Tutors should ask all learners for an emergency contact phone number

Tutor should have an up-to-date address for learners, including postcode.

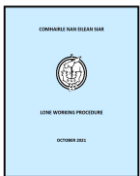
## Related documents



Outer Hebrides Inter Agency Child Protection procedures 2018



Western Isles Council (CnES) Adult Support and Protection Procedures and Guidelines



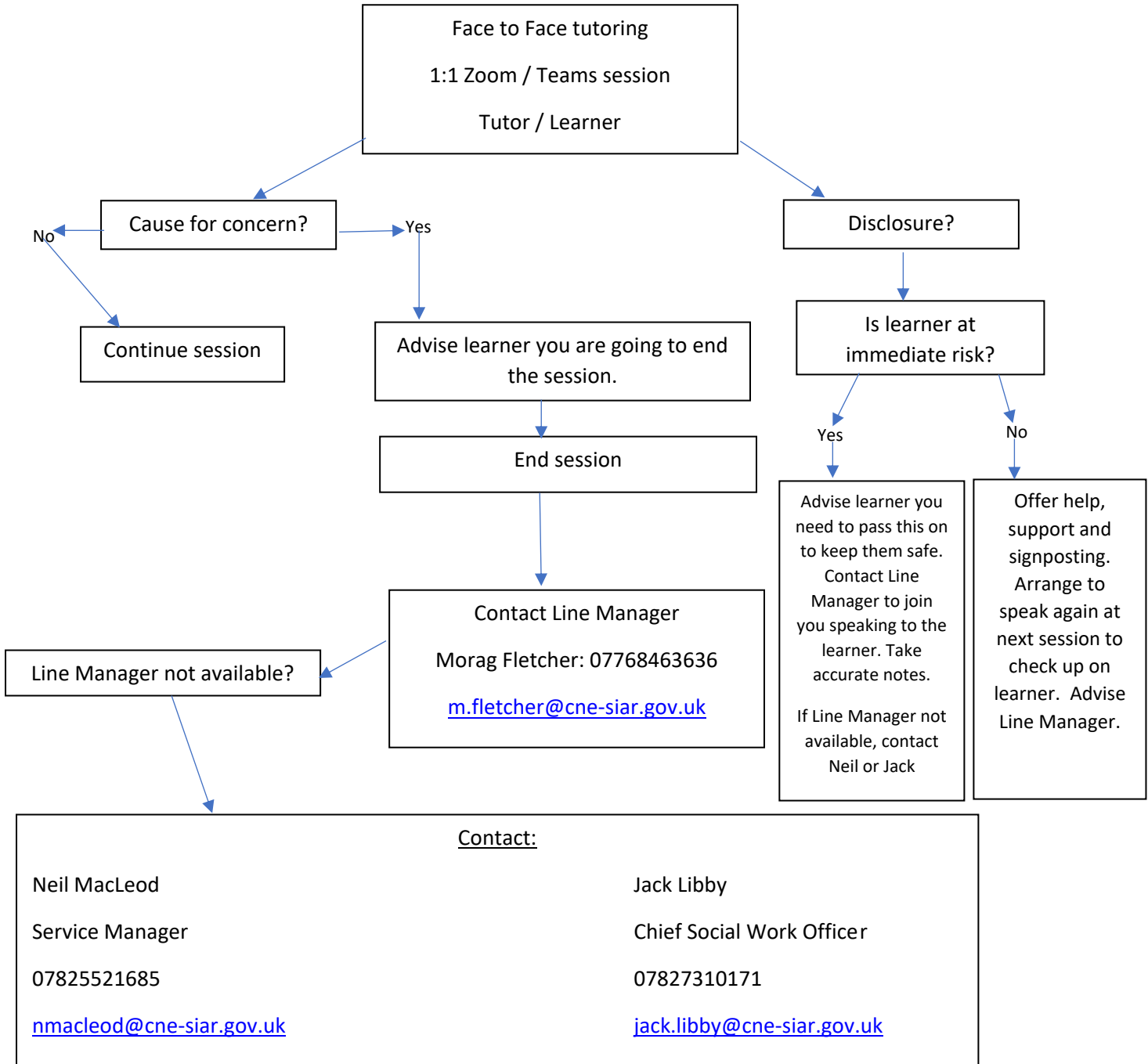
CnES Lone Working Procedure, October 2021



e-Sgoil Safeguarding Principles and Practice in an online setting, February 2021

**Appendix 1.** In this chart “Cause for concern” is used as an umbrella term covering inappropriate behaviour or changes in behaviour of a learner, which give the tutor cause for concern.

Procedure flowchart



In all instances, compile accurate notes of incident and pass on to Line Manager