



# Keeping Passengers Safe

Safeguard and Disability Awareness  
Training (DAT)

Training Manual for Drivers and Passenger  
Assistants transporting Children, Young People  
and Vulnerable Adults in Oxfordshire

## Foreword

The Supported Transport Service at Oxfordshire County Council is pleased to provide this training package in *Keeping Passengers Safe; Safeguard and Disability Awareness Training* throughout our county.

We want to train and support all staff who help transport children, young people and vulnerable adults, as you are very important in keeping everyone safe.

To make sure that everyone understands what they need to do to safeguard others, Oxfordshire County Council is offering you support in different ways – via this manual, face-to-face training and additional assistance with reading during the training session if required.

Our message to all the valued transport drivers and passenger assistants throughout Oxfordshire is a simple one – that safeguarding is everyone’s responsibility and we will all be better at doing it if we understand it better. Our key message is that **everyone** needs to keep passengers safe.

This important and valuable training will give you an awareness and better understanding of people with disabilities whilst also enabling you to ensure that your passengers always receive the very highest standard of safety.

Yours sincerely,

Owen Jenkins (Director of Community Operations)

Lara Patel (Deputy Director - Safeguarding)

Melanie Pearce (Service Manager Safeguarding - Adults)

## What is this manual for?

The manual is for everyone who transports children, young people and vulnerable adults in Oxfordshire. It will give you an awareness and better understanding of people with disabilities and explains what you need to *know* and what you need to *do* to keep all passengers safe.

## Content

This manual will give you information on:

1. Disability Awareness Training:
  - Definition of a disability
  - Statistics on disability
  - Potential barriers for people with disabilities
  - Working with your passengers
  - Different disabilities
  - Best practices
  - Fire and evacuation
  - Reporting and dealing with incidents
  - Practical session securing a wheelchair and mobility aids.
  
2. Safeguard Training:
  - Picking up and dropping off passengers
  - Transporting passengers
  - Behaviour with passengers
  - Conversations with passengers
  - Physical or sexual contact
  - Confidentiality
  - Who to contact with concerns

This manual includes more detailed information on what we are doing countywide to keep people safe.

## What happens next?

Please read this manual with care. You will be invited to attend training and at the end you will do a test. The test is 'multiple choice' style and will include questions relating to Safeguarding and Disability Awareness. This is to check that you have understood what you have read and the important points from the training

The main message of this training is that **safeguarding is everyone's responsibility**.

You are also required to actively participate in group discussions, activities and practical sessions.

# 1. Disability Awareness Training

Learning aims and objectives:

At the end of this course you will be able to

- Understand the meaning of a disability
- Identify a person with a disability
- Understand the requirements for assistance dogs
  
- Be able to assist a person with sight loss
- Be able to assist a person with a hearing impairment
- Be able to assist a person with walking difficulties
- Be able to assist a person using a wheelchair
  
- Demonstrate how to secure a wheelchair user into a vehicle
- Demonstrate how to push a wheelchair user up and down a curb

## Q. What is your definition of disability?

A. You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long-term negative affect on your ability to do normal daily activities.

REMEMBER: Not every disability is visible.

## Q. What is life like for disabled people?

- A. There are many barriers which can limit people's opportunities:
- Stairs and access
  - Lack of understanding
  - Lack of suitable transport

## Working with your Passengers

- Speak directly to the person and not their helper or carer
- Don't make assumptions that passengers need help, ask first
- Treat people with respect – do not speak about them as if they are not there.
- Be aware of personal space and physical contact.

## Passengers living with [Sight Loss](#)

Conditions may include:

- Blind – sight loss
- Macular Degeneration – damaged central vision
- Cataracts – vision gets gradually foggy
- Retinitis Pigmentosa – tunnel vision
- Diabetic Retinopathy – shadows

## Assistance Dogs

Assistance dogs can be for:

- Sight loss
- Hearing loss
- Therapy dogs
- Specially trained seizure or stroke awareness dogs

**REMEMBER: Assistance dogs are NOTT only for people with sight loss.**

**IMPORTANT: You can only refuse to convey an assistance dogs if you have a medical exemption certificate.**

## Passengers with Walking Difficulties

- Let people use their walking aids if they have one
- Don't hurry people – they may get flustered
- Be aware of floor surfaces/hazards they will be walking on
- If a passenger falls, do NOT try to catch them
- If they are hurt, call your office manager, Supported Transport Hub or 999.

## **Passengers with Learning Disabilities**

- Some people with a learning disability can talk easily and look after themselves whilst others may not be able to communicate at all.
- A learning disability is NOT the same as a learning difficulty or mental illness.

### **There are different ways of communicating with passengers who have learning disabilities:**

- Communication systems e.g. Makaton
- Easy read symbols e.g. emoji
- Be patient
- Use plain speech but do not use baby talk
- Say what you mean and mean what you say to avoid confusion
- Speak with feeling
- Body language is also important when communicating with passengers

## **Autism**

People with autism have different ways of understanding the world. Some find it difficult to understand what we mean when we are talking, some are confused by rules and boundaries. Each person with autism is different, with their own preferences and needs, and they can behave in unexpected ways. They may feel very anxious moving from one place to another and when very upset they may not be able to hear what is being said.

Common examples:

- Avoiding social interaction
- Avoiding eye contact
- Taking people's speech literally
- Being unable to understand sarcasm
- Liking familiar routine

## **Epilepsy**

People with epilepsy can have seizures. It is important that you have read their Passports or other information supplied and know what to do. If a passenger has a seizure you need to note how long this lasts and pass this message on.

## **Medical Health**

You may also transport vulnerable adults who have a mental health condition such as dementia or anxiety; or someone with physical problems such as hearing or sight loss. You will be advised on the best way to meet the passenger's needs by their family or care professional.

## Dementia

Additional information to consider in relation to your Passengers. For example, you could have a checklist for when you are picking up or dropping off someone who is forgetful:

### **Remember**

- bag
- keys
- glasses
- stick
- purse/wallet
- dosette box with tablets
- coat
- hat
- lights off
- hearing aid

Also consider any additional information that you are given by a parent, carer or establishment. For example, a carer might inform you that a child or vulnerable adult had a very difficult evening and might be quite unsettled.

**REMEMBER** ... you need to follow the instructions and advice you are given. Don't let anyone persuade you to drop off passengers at an unplanned venue because, for example, someone with dementia could get lost or get into difficulties. They might no longer be safe. You may be advised not to talk with some passengers because they are too unwell to understand clearly. Please follow these instructions.

## Seatbelts

- Best practice sets a good example when the driver and passenger assistant wear their seat belt.
- Make sure all your passengers are wearing a seatbelt.

## Practical Training

Practical demonstration will be given on the following:

- Securing wheelchairs into vehicle tracking
- How to manoeuvre a wheelchair up and down a curb safely

*If you have any further queries after the training session, please email [transport.training@oxfordshire.gov.uk](mailto:transport.training@oxfordshire.gov.uk)*

## 2. Safeguard Training: Keeping Passengers Safe

### Learning aim:

To develop an awareness of abuse and neglect and how we safeguard children, young people and vulnerable adults.

### Learning objectives:

At the end of this course you will be able to:

- Understand what safeguarding is
- Understand and be able to describe your role in safeguarding children, young people and vulnerable adults
- Recognise and respond to concerns about an adult or child who is potentially in need of safeguarding.
- Understand the procedures for making a 'Safeguarding Alert'

Please read these questions and answers to help you understand more about **who we are trying to protect**:

#### **Q. What do we mean by children?**

A. Under the law 'child' means anyone under the age of 18.

#### **Q. What do we mean by 'vulnerable young people and adults'?**

A. Vulnerable young people or adults are those who have particular needs. Some people may be more likely to be abused by others because they need help to speak, or move or understand, or they may have mental health problems.

#### **Q. Perhaps you are already transporting vulnerable passengers – how would you know this?**

A. They may find it hard to understand things, behave in unexpected ways or have difficulty finding their way, making them vulnerable to others treating them badly. They may suffer from dementia, so they can't remember things.

#### **Q. Who would you report to if you were a concerned about a passenger you transport?**

- A.
- Speak to your manager
  - Contact the Supported Transport Hub at Oxfordshire County Council
  - Contact the Transport Quality Monitoring Team at Oxfordshire County Council.
  - Contact Multi Agency Safeguarding Hub (MASH)
  - Speak to the LADO

**Please see [page 15](#) for contact details**

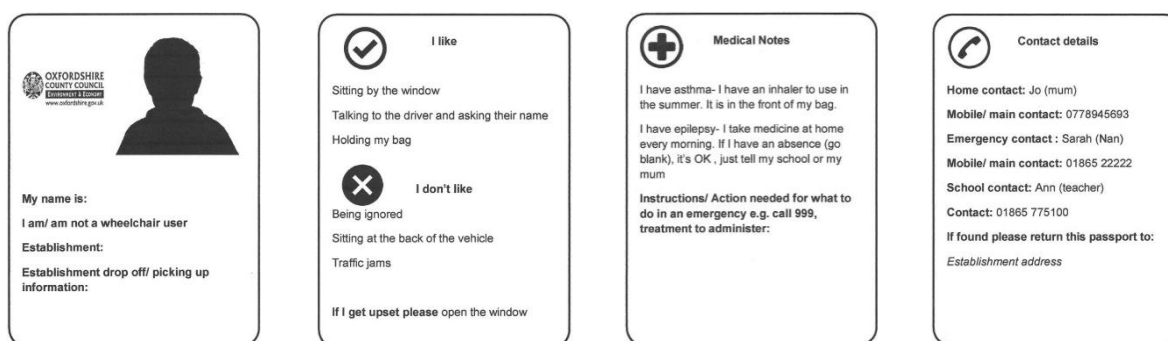


## What you need to know about your passengers

### Passenger Passports for Children

Oxfordshire County Council produces a 'Passport' (shown below) containing important information about each passenger. This includes:

- a photo of the passenger
- information about pick-up and drop-off points with times
- passenger likes and dislikes
- medical notes / emergency instructions
- details of their home / school contact.



These are provided for children and young people, and for adults with learning disability

### **This information will be:**

- In a small plastic wallet with paper notes (see the picture above), which is carried by the child when they travel
- Given to the passenger's school
- Sent by email to the passenger's transport provider. These can be viewed before you go to pick up your passengers so that you are prepared.

The passports give you all the information you need to keep your passengers safe. Please make sure you read and understand them – and act on them.

We will show you examples of these when we meet on the training course.

### Passenger Passports for Adults

There will be a small minority of adults who also carry passenger passports. In contrast to children, the passport may not be carried in a bag, but it will be accessible to the driver or passenger assistants. The type of information on the passport will be the same as for children.

## Abuse

- An abuser can come from any background and anyone can be abused, children or adult.
- Over 80% people that are abused are abused by someone they know.

### **Q. What is abuse?**

A.

There are many types of abuse:

- Physical abuse
- Sexual abuse
- Neglect
- Self-Neglect
- Emotional abuse
- Psychological abuse
- Modern Slavery
- Domestic abuse
- Financial abuse
- Discriminatory abuse

### **Q. What do you think are examples of physical abuse?**

A. Hitting, shaking, throwing, poisoning, burning, drowning, suffocating.

### **Q. What do you think are examples of emotional abuse?**

A. Telling people they are worthless, unloved, inadequate, not valued for themselves; not worth listening to, deserve to be laughed at. Calling people names, prejudice and bullying.

### **Q. What do you think are examples of sexual abuse?**

A. Encouraging a child or vulnerable adult to take part in or watch sexual activities. This includes any unwanted physical contact whether inside or outside of clothing.

## Neglect

### **Q. What is neglect?**

A. Failure to meet a child's or vulnerable adult's needs, such as:

- not providing food, clothing, medical treatment and shelter
- not protecting them from harm from others
- not responding to emotional needs.

**Q. What do you think are examples of self- neglect?**

A.

- Bad personal hygiene
- Malnutrition/ weight loss
- Unsuitable clothing
- Unsafe living condition

**Who are the abusers?**

**Q. Is it always men who are abusers?**

A. No – women can commit abuse, including sexual abuse, as can other children.

**Q. Do abusers come from deprived backgrounds?**

A. Abusers come from every sort of background. Children and vulnerable adults who are abused usually already know the person who abuses them.

**There are other ways people you transport could suffer abuse:**

- **Forced marriage** (this is illegal, unlike arranged marriage).
- **Domestic abuse** – treating a partner badly, including humiliation, violence and intimidation to punish or frighten them.
- **Modern Slavery** – when people are taken from one place to another to be exploited.
- **Radicalisation** – when people can get recruited for terrorism.
- **Female genital mutilation (FGM)** – the practice of removing some or all of a girl's sexual parts. It is illegal in the UK and in many other countries.
- **Child sexual exploitation (CSE)** – a type of [sexual abuse](#) in which children are used for sex, money, power or status. Children or young people may be tricked and think they are being loved and that they have agreed to it. They might be invited to parties and given drugs and alcohol.
- **Grooming** – when someone pretends to make friends to get someone's trust, so they can have sex with them. Children and young people can be groomed online or in the real world. Many children and young people don't understand that they have been [groomed](#), or that what is happening to them is abuse.
- **County Lines** - is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs. They use dedicated mobile phone lines or the 'deal line'. [County Lines](#) is a serious issue crossing County Council and District lines. It not only involves drugs but also violence, criminal and sexual exploitation, modern slavery and missing persons.

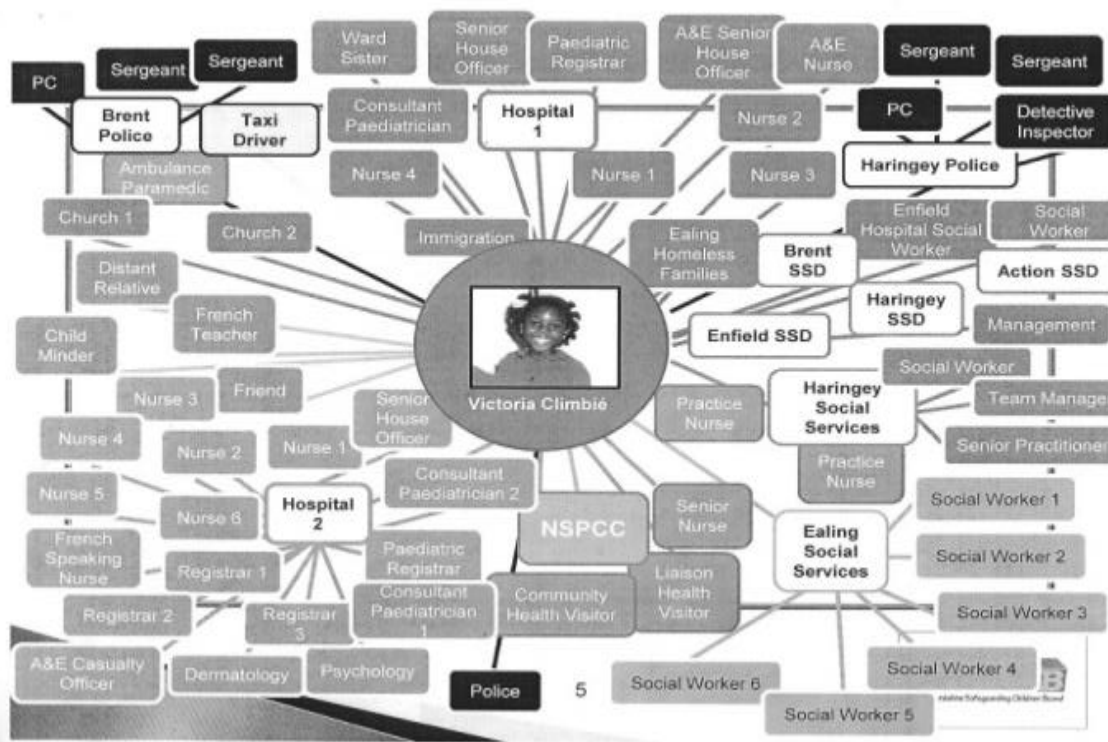
**REMEMBER:**

- Children with disabilities are three times more likely to be abused.
- Adults with disabilities are 1.5 times more likely to be abused.

## Safeguarding in Oxfordshire: What does all of this have to do with transporting children, young people and vulnerable adults?

### Victoria Climbié

You may have heard about the tragic death of Victoria Climbié, a young child who died from abuse. She had been seen by many different organisations, but no-one shared their concerns. Look at the picture below to see how many people were involved with her. It was a taxi driver who took action to help her because he was worried about how she looked. He ignored what her great aunt said and drove to an ambulance bay and asked for help. Sadly, Victoria died of her injuries when admitted to hospital, but the taxi driver had done his very best to save her.



### Question:

Do you know of any examples where taxi staff have helped safeguard a child or vulnerable adult? Or maybe where they have not helped safeguard a child or vulnerable adult?

## Safeguarding Scenarios:

### Lena's story

10-year-old Lena was a child with autism who had special educational needs. Like many children with autism she needed a clear routine, and any changes in her routine needed to be explained. If she became distressed music would always calm her down; she loved Jessie J.

One day, her usual driver and passenger assistant were not free, and another member of staff was sent.

### Test Your Knowledge

**Q. What should the replacement driver do?**

A. Check details on Lena's passport.

**Q. There are roadworks on the route and a diversion: what should the driver and passenger assistant do?**

A. Explain to Lena what has happened. Play her favourite music.

In this case study, if the driver follows the Passport instructions, Lena will travel calmly. If not, Lena could become distressed, she could start lashing out and may need to be restrained. Not only would Lena not be happy, but neither would her family. They may well complain.

**THINK PASSPORT!**

### Ed's story

A taxi driver was asked to pick up Ed, who had mental health problems, from the health centre in Wantage and take him to an Oxford hospital. This was late in the evening. The taxi driver was advised not to talk with Ed as it could upset him. The taxi driver wanted to be friendly and chat but followed the advice and took Ed safely to hospital. By doing so he avoided causing distress to Ed which also made it easier for the hospital staff to help him.

### Zara's story

A taxi driver was transporting Zara, an elderly lady from a care home to a day-care centre, and noticed she kept putting a piece of tissue on her eye behind her glasses. He phoned the care home, and they sent a care worker to the centre. Zara was taken to hospital, as she needed urgent treatment. Her family were grateful for the taxi driver's prompt action.

## How to keep yourself safe

If a passenger becomes violent or aggressive, remain calm and avoid shouting. Give them space and report to your office and the transport quality monitoring team (if applicable).

It is important that you behave in ways that protect you and your passengers from risk.

### You should not:

- take an unplanned detour to take a passenger home.
- give a vulnerable passenger your personal mobile number for any reason.
- give gifts.
- befriend passengers on Facebook or other social media.

### You should:

- Read the guidelines provided by the council for all drivers and passenger assistants
- be professional.
- avoid swearing and aggression.
- always wear your ID badge.
- sit lone passengers in the back seat (unless the passport says you should not).

Report any concerns you have about:

- places for drop offs.
- adults paying the fares for young people.
- conversations in your vehicle.
- the adults meeting the young person.
- the vulnerable passenger's behaviour or language.
- A decline in a vulnerable person's well-being (e.g. noticeably more forgetful or tired)
- other warning signs – bruising, drugs, self-harm.

## Reporting Concerns

Drivers and passenger assistants need to safeguard vulnerable passengers just like anyone else who works with vulnerable adults, young people and children.

- If you hear or see anything which makes you think someone might be at risk you need to tell your office, manager or one of the contact numbers on [page 15](#).

**Always remember, you are part of a team.**

We never ignore reports about vulnerable passengers – safeguarding officers **always** investigate.

Please remember it is your job to report information, **not to investigate**.

**Q. What if the person you are worried about is your manager?**

A. If you are worried that your manager may be abusing a child you **must** report this **immediately**. You will *not* be put at risk as the result of your actions, but your concerns **will** be investigated.

## **REPORT IT!**

**REMEMBER:** we are all responsible for safeguarding: it is up to everyone to help.

## **USEFUL NUMBERS**

To report <b>specific concerns about the abuse or neglect of an adult</b> , call Social and Health Care	<b>0845 050 7666</b>
If you are worried that your manager or any other professional (e.g teacher) may be abusing a child, call the Local Authority Designated Officer for Child Protection (LADO)	<b>01865 810603</b>
If you are concerned that a child may be being abused by someone other than your manager or another professional (e.g parent). Please contact the Multi-Agency Safeguarding Hub (MASH)	<b>0345 0507666</b>
To discuss <b>general safeguarding concerns</b> for the particular attention of the Supported Transport Hub call  Or:  Transport Quality Monitoring Team	<b>01865 323500</b>  <a href="mailto:qmcc@oxfordshire.gov.uk">qmcc@oxfordshire.gov.uk</a>
If there is an <b>urgent risk</b> call	<b>999</b>

## **Test your Understanding**

*Please use this the manual to help work out the answers.*

### **What should you do?**

An elderly passenger does not look very well when she is picked up. You ask her next of kin, her daughter, if she is well enough to travel. On the way to the vehicle she collapses on the path.

#### **Q. What do you do?**

A. Ring for her to be taken to hospital.

*(This is a true story. The hospital thought the elderly woman was fit to go home so discharged her. Unfortunately, she soon became very ill and was re-admitted to hospital. It was found that she had a blood clot in her leg. Afterwards, the passenger's daughter wrote to thank the taxi company for doing the right thing.)*

### **What should you do?**

**Q. You notice that a young person or vulnerable adult who often travels with you has bruises on her face and arms, looks unwell, but is saying very little.**

A. Report your worry to your office, who will pass it on to the Multi- Agency Safeguarding Hub (MASH) or Health and Social Care team for adults.

### **What should you do?**

**Q. A coach company was informed that one of the children usually taken home by the coach driver was ill so would not be travelling. Should the coach driver change the scheduling time of drop offs?**

A. No - as the passengers will be collected at their usual scheduled times by parents and carers

*In this scenario, the coach driver gained 5 minutes on his/ her route and therefore arrived early at the next stopping place, letting off the bus a young infant, whose parent/care had not yet arrived to collect her. The child went home with the parent/carer of another pupil and when the mother arrived to collect her daughter, she found that she was not at the bus stop and panicked. What do you think the consequences of the bus driver's decision could have been? What should he have done?*