



## ARDEN UNIVERSITY QUALITY ASSURANCE DOCUMENT

### QA57 Safeguarding & Prevent Policy Statement

#### 1. Introduction and principles

Arden University is committed to the safeguarding and promotion of the welfare of all its students and staff. To that end, we seek to ensure that our organisation, its activities, staffing, and procedures are carefully managed through rigorous application of safeguarding principles that reflect our statutory responsibilities and government guidance.

We also aim to ensure that our approach to handling any issues of a safeguarding nature is in accordance with sector best practice.

This policy should be read within the context of the Safeguarding Strategy and alongside the overarching safeguarding and safer recruitment policies and processes within Arden University, aligning fully utilising Keeping Children Safe in Education (KCSiE) September 2022 which has informed this policy.

All staff must read Part One and Annex B as a minimum.

Annex B contains additional information about specific forms of abuse and safeguarding issues.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

The Safeguarding of staff, learners and apprentices at Arden University is deemed to be the responsibility of all staff at Arden and Safeguarding along with the associated elements of Child Protection and the Prevent agenda are integral to all activities associated with Arden whether on or off site.

Aspects included under the 'umbrella' of Safeguarding and for which Arden has a responsibility in supporting all learners and apprentices include:

- Keeping staff, learners and apprentices safe within and outside of training and working environments.
- Staff, learners and apprentices need to be aware of the safeguarding risks and threats that could cause them harm or injury.
- KCSiE September 2022, Part One and Annex B outlines abuse and safeguarding issues that we all need to be aware of.



## 2. Scope

This policy sets out Arden University's approach to providing a safe environment in which to work, study and research. Informed by legislation, this document sets out the definitions, responsibilities, and procedures required to ensure the safeguarding of children and vulnerable adults with whom we may have contact.

Our safeguarding policy and procedures seek to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all students:

- have a positive and enjoyable experience of their education at Arden University;
- can study or take part in their studies in an environment where they are safe, listened to, respected, and valued;
- are supported to challenge discrimination and promote the right to equal protection;
- are protected from emotional and other forms of abuse whilst participating in:
  - o lecturer-led or coach-led sessions, where in class or via our virtual learning environment (VLE);
  - o organised online discussion forums on the VLE;
  - o Arden University-led online networking groups (social media);
  - o any extra-curricular activities based at an Arden University study centre.
  - o any apprenticeship workplace activities.

### **Our safeguarding policy also seeks to ensure:**

- effective management of safeguarding and prevent (including Martyn's law) procedures through support, training, and workplace training;
- prompt response to any concerns raised in Arden University led or workplace activities;
- confidential, detailed and accurate records of all safeguarding and prevent concerns are kept and securely stored;



- ensure that all staff members in unsupervised contact with minors (physical or virtual) are subject to annual DBS checks, and that accurate records of these tests are maintained.

Failure to comply with the safeguarding and prevent policy and procedures will be addressed without delay and may result in dismissal or exclusion from the organisation

### **3. Definitions**

#### **3.1 A Minor**

A minor is defined as anyone who has not yet reached their eighteenth birthday.

#### **3.2 A Vulnerable Adult**

A vulnerable adult is someone aged eighteen or over who is, or may be, in need of additional support and/or community services due to age, illness or mental or physical disability, or who is, or may be, unable to take care of him/herself or unable to protect him/herself against significant harm or exploitation.

#### **3.3 A victim**

Someone who has been injured, who has suffered or who has been killed following the actions of someone or something else

#### **3.4 A perpetrator**

Someone who carries out a harmful or illegal act

#### **3.5 Abuse**

Abuse (physical, emotional, sexual or neglect) is a form of maltreatment of a child or vulnerable adult, caused by inflicting harm or by failing to act to prevent harm. See appendix 7 for examples and indicators of abuse, though this is not considered an exhaustive list.

#### **3.6 Prevent and Martyn's law**

Prevent is the government's national counter-terrorism strategy aimed at stopping people from being drawn into terrorism or extremism. It aims to reduce the risk of radicalisation and to ensure those at risk are given advice and support. Martyn's law places a duty on owners and operators of public buildings; including education establishments, to increase their preparedness for the protection from a terrorist attack.

#### **3.7 Extremism**

Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.



### **3.8 Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

### **3.9 Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

### **3.10 Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so.

### **3.11 Child-on-child abuse**

any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate

### **3.12 Child exploitation**

Refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child.

### **3.13 Child criminal exploitation**

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes

### **3.14 Female genital mutilation**

Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons

### **3.15 Serious Violence**

Specific types of crime such as homicide, knife crime, and gun crime and areas of criminality where serious violence or its threat is inherent, such as in gangs and county lines drug dealing

## **4. Safeguarding roles and responsibilities**



The following roles ensure that the University will discharge its responsibilities effectively.

A full list of the Safeguarding Leads can be found in appendix 3 and on the intranet under 'academic area'.

### **Principal Designated Safeguarding Officer (PDSO)**

The PDSO holds responsibility for the implementation of the Safeguarding Policy and procedures. Their role will ensure, through delegation that Arden is committed to uphold its duty to safeguard its staff and students. The Director of Student Experience has overall responsibility for the strategic and operational implementation of safeguarding policy

### **Designated Safeguarding Officer**

Designated Safeguarding officers are to be contacted when concerns are deemed urgent, high risk and there is an immediate threat to the individual in question and/or their dependents. Designated Safeguarding Officers are to support with concerns that involve conversing with third party organisations.

### **Designated Safeguarding Lead**

Designated safeguarding leads will provide support to low or medium risk concerns. Designated Safeguarding leads can be contacted if there is uncertainty around reporting concerns, but it is not intended that they will be contacted regarding emergency high risk concerns. If deemed necessary, designated safeguarding leads can re classify the level of risk reported.

### **Prevent Lead**

In the event of any concern relating to Prevent, any student, staff member or other individual should email [prevent@arden.ac.uk](mailto:prevent@arden.ac.uk) or contact Steve Clayton via email.

The Registrar has overall responsibility for compliance with the Prevent Duty, to uphold the implementation of the enhanced tier of the Protect Duty (Martyn's law) and for operational coordination of Prevent procedures and for advising and supporting staff or students who raise concerns.

Designated Safeguarding Persons have responsibility for operational coordination of safeguarding procedures and for advising and supporting staff who raise concerns.

Safeguarding and Prevent Contacts will be identified for each Study Centre, they will be permanently based at that centre and will act as the 'go to' people or person on site and have responsibility for ensuring that any concerns are promptly relayed via the appropriate channel. Under supervision of the Designated Safeguarding Person for



Blended Learning students, Safeguarding and Prevent Contacts will also ensure compliance with the procedure for approval of external speakers on their site.

## 5. Raising a concern

Safeguarding concerns must be raised when there is either disclosure of harm, exploitation, or abuse or where there is a risk of such. Arden does not expect staff or students to decide whether someone has been harmed or is at risk. However, the university do expect concerns to be raised as per this policy, so that action can be taken. Situations where concerns should be raised (but are not limited to):

- A child or vulnerable adult discloses that they have been subject to harm, exploitation, or abuse.
- A student or staff member discloses information about their family member which suggests there is a risk of harm, exploitation, or abuse to a child or vulnerable adult.
- There is a concern that a child or vulnerable adult is at risk of harm or manipulation
- Changes have been noticed regarding a child or vulnerable adults' appearance which could suggest harm, exploitation, or abuse.

## 6. Protocol

Please see appendix 1 for a visual of the appropriate channel to report a safeguarding concern.

Please see appendix 2 for links to appropriate safeguarding referral forms.

### Concerns about students

- For staff members raising concerns about a student, the appropriate Microsoft form can be found under the 'Academic Area' on the intranet, ilearn under 'My Resources' and the Inclusion Portal. These concerns will be monitored by named safeguarding personal within Student Support.
- For students raising concerns about other students, the appropriate Microsoft form can be found under the 'My Resources' section on ilearn and on the Inclusion Portal under the safeguarding banner. These concerns will be monitored by named safeguarding personnel within Student Support.



### Concerns about staff members

- For staff members raising concerns about other staff members, the appropriate Microsoft form can be found under the 'Academic Area' on the intranet, ilearn under 'My Resources' and the Inclusion Portal. These concerns will be monitored by People Service
- For students raising concerns about an Arden staff member, the appropriate Microsoft form can be found under 'My Resources' section on ilearn and on the Inclusion Portal under the safeguarding banner. These concerns will be monitored by People Services

Reported concerns should set out information relevant to the reason for raising the concern, such as (but are not limited to):

- Name
- STU number
- Location where incident occurred
- Date & time of incident
- What time of harm was caused
- Contact details of relevant individuals
- Any actions that have been taken
- Any involvement with external agencies

Appendix 5 includes examples will support awareness-raising in connection with recognising safeguarding concerns.

### Concerns where a child is at risk

Where a child is suffering or is likely to suffer from harm, abuse or exploitation, it is important to refer them to their local authority children's social care department (and the police is appropriate). This will ensure a contextual approach to address such harm.

The following toolkit directs to the relevant local authority children's social care contact number: <https://www.gov.uk/report-child-abuse-to-local-council>

## 7. Dealing with Concerns about Radicalisation

Arden's safeguarding policy also extends to protecting children and vulnerable adults from involvement in groups who aim to radicalise them.

The Counter Terrorism Act 2015 imposes a duty on 'specified authorities', Higher Education providers fall under this and therefore Arden university understands its duty of care to prevent people being drawn into terrorism. The university will:



- Train staff on how to identify extremism and radicalisation
- Be vigilant about the risks of radicalisation
- Have in place policy and procedures to prevent extremism
- Train staff on the implementation plans for the Protect Duty (Martyn's law)

The University believes that dealing with potential signs of radicalisation should be dealt with by utilising a safeguarding approach. This approach enables relevant services within and outside the University to identify an individual's needs and vulnerabilities.

If a member of staff is concerned that an individual may be becoming radicalised s/he can seek guidance from ACT <https://actearly.uk/> and also email [prevent@arden.ac.uk](mailto:prevent@arden.ac.uk)

## 8. Martyn's law

In response to Martyn's law and to prepare for the Protect Duty a risk assessment and security plan will be carried out in order to achieve a successful level of security preparedness in line with other regulatory regimes (including Fire and Health and Safety)

## 9. Following a concern

During office hours, safeguarding concerns are monitored daily by either Designated Safeguarding Officers or by People Services, dependent on the type of concern and the individuals it regards. Concerns about students and which are deemed to be either low or moderate risk will be dealt with Designated Safeguarding leads within Student Support. Details of actions taken can only be shared when a reported person has given consent. If further information is received after a concern is reported, this information should be forwarded to a Safeguarding Officer or Lead

Designated Safeguarding Persons will assess any concern raised and determine what action, if any, should be taken. Actions may include:

- Escalation of the issue to the Prevent Lead (Registrar) for consideration;
- Referral to social services, police or other relevant agencies, including when appropriate the Local Authority Designated Officer (LADO); Where the risk to life is felt to be immediate, they may request a welfare check through 999. If the student is in centre, we may request the Police or an Ambulance to attend there.
- Where possible, obtain the consent of the person to involve an additional person to support them if deemed necessary by the Designated Safeguarding Lead, this may include their emergency contact or next of kin where known, except where the allegation regards this person. The University reserves the right to contact these people without consent where it is judged this is in the





best interests of safeguarding the vulnerable person but will make all efforts to gain consent;

- Referral to inclusion services for wellbeing/welfare support.
- Referral for counselling or support via Togetherall & Problem Shared;
- Referral to the HR Manager and relevant SMT Manager for any case involving an allegation against a member of staff.

The Prevent Lead (Registrar) will assess any potential Prevent-related concern raised and determine what action, if any, should be taken. Actions may include:

- Referral to social services, police or other relevant agencies, including the Channel programme;
- Seeking further advice from the relevant Department for Education Regional Prevent Coordinator.

Designated Safeguarding Persons and the Prevent Lead will keep confidential case notes for all referrals.

Arden University recognises that its student body is internationally based and that referrals to local services will not be feasible for students who are resident outside the UK. Nevertheless, it will seek to support its international students so far as possible through providing access to Togetherall for all students and through its agreement with the West Midlands Police to relay any prevent concerns internationally wherever feasible and appropriate.

## **10. Training for staff**

All staff will undertake level 1 & 2 Safeguarding training as well as prevent training. Operational safeguarding members of staff will also receive Level 3 safeguarding training as well as prevent training.

## **11. Safeguarding students who are under the age of 18**

### **11.1 Students who are under the age of 18**

The University no longer recruits minors to academic programmes. The details below refer only to existing students who are still classed as minors.

The University is not able to take on the usual rights, responsibilities, and authority which parents or guardians have in relation to a minor.

The University will correspond directly with its students, not normally with parents or guardians, even where the student is under eighteen.



Parents and guardians of Blended Learning students will need additionally to understand and give consent for students to:

1. participate in any field trips and excursions; Risk assessments will be carried out before all field trips and excursions and participation in some activities may be limited for students who are minors.
2. access unregulated internet services in an unsupervised environment. Students are expected to comply with the acceptable use provisions within the University's terms and conditions.

The University will collect emergency contact details for all students under the age of eighteen. If an emergency arises on university premises, for example, medical or criminal, and it is not possible for the University to contact the named individual within the timescale necessitated by the situation, then the University may be required to act on the student's behalf. In such circumstances a senior member of the University will, on behalf of the student's parent or guardian, give such consent to treatment as is in the best interests of the student.

The Designated Safeguarding Persons will jointly maintain accurate records of all current students under the age of eighteen and alert module lecturers and student support coordinators accordingly at the start of each semester or delivery period.

### **11.2 Children on site**

Children are defined as being between the ages of 0-18

Please see related guidance in the [Pregnancy, maternity and adoption policy](#)  
Children on site must always be accompanied by their parent/guardian/appropriate adult, who are responsible for the health and safety of the child.

No child is permitted to remain on university premises outside of normal campus hours. Please contact the relevant centre manager for information on this.

Arden university reserves the right to ask for any children on site to be removed if they are considered excessively noisy or disruptive.

Children are not permitted to attend scheduled classes with their parent/guardian/appropriate adult.

### **12. Anonymous reports**



Anonymous concerns will be acted on due to the fact Arden understands that there may be reasons behind someone not feeling able to identify themselves. However, support may be limited dependent on the detail of information received.

### **13. Malicious reports**

Disciplinary action may be taken against an individual raising a concern that is deemed to be malicious, frivolous or in hope of seeking revenge.

### **14. Reports of allegations against members of the university community**

As mandated by statutory guidance, any concerns raised against a member of the university community which suggests a child or vulnerable adult is being harmed will be escalated to the Local Area Designated Officers (LADO). A LADO is an employee at the local authority who can give advice to employers and organisations and individual who have concerns about an adult who works with children and/ or vulnerable adults

Allegations about a staff or students may be considered under Staff Disciplinary Policies or [Student Disciplinary procedures](#).

### **15. Student Information**

Students will be advised about university procedures about safeguarding and prevent through induction, Student Handbooks, the University's terms and conditions (in relation to online monitoring and acceptable use policies) and publication of this policy.

Students are further advised on the tolerant and respectful behaviour required of them via the Student Charter and Student Handbooks.

### **16. Confidentiality and information sharing**

Staff should only disclose information or sensitive information about students with nominated safeguarding or prevent contacts. All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard minors, adults and those at risk of radicalisation. However, information will be shared on a need-to-know basis only, as judged by the Designated Safeguarding Persons and the Prevent Lead.



## 17. Service hours and out of hours support

Safeguarding referrals are monitored during office hours: Monday to Friday 9am – 5pm.

Outside standard business hours or during holidays:

If you are concerned about the risk to a child/vulnerable adult outside business hours and expert advice is needed, you can contact the local Children’s Social Care or Adult Social Services. Or you can contact:

- NSPCC Helpline 0808 800 5000 Mon- Fri 8am – 10pm or 9am – 6pm at the weekends
- Domestic Abuse Helpline Tel 0808 2000 247, 24 hours a day. You must also report this via the safeguarding form

## 18. External speakers

Any external speakers, whether contributing via the VLE or face to face at a Study Centre, must be approved in advance through completion and consideration of the checklist found in [QA58 Approval of External Speakers](#). All requests must be submitted to the secretary of the SMT a minimum of two weeks before the event/date of speaking. Where the answer to all questions on the checklist is ‘no,’ the request will be deemed low risk and approval to proceed will be granted. Where the answer to any question on the checklist is ‘yes’, the request will be referred to the Registrar for consideration. External speakers must always be accompanied by a designated safeguarding lead/officer.

## 19. Staying safe online

Online learning and teaching offer flexible opportunities however, it is not without its challenges.

The internet can be used to harass, bully, or intimidate, especially people in vulnerable groups. Staff members should report any incidents relating to this via safeguarding channels. If you become concerned about a student’s behaviour, wellbeing, or safety online, student support services should be contacted.

Please refer to the [Student Code of Conduct policy](#) for guidance on appropriate behaviour, principles, standards, and moral expectations when studying online.

Please also refer to the [Acceptable use & Social Media Policy](#) for further information.



## 20. Support for welfare

### 20.1 Fitness to Study

[Link to policy](#)

A Fitness to Study will be considered to addresses concerns that a student's health is jeopardising their studies or the studies of others.

### 20.2 Inclusion services

Where there are concerns about a student's welfare and/or their mental health, a student may be access support through Inclusion services. Students can email or be referred via [inclusion@arden.ac.uk](mailto:inclusion@arden.ac.uk)

Link to the [Inclusion Portal](#)

## 21. Online Monitoring

Arden University undertakes automated online monitoring of areas of its VLE that are not directly managed by staff, including direct messaging via its VLE and student blogs. Students are advised of this practise via the terms and conditions.

Weekly reports of the automated monitoring process, identifying any terms that are linked to terrorism or extremism, are monitored by the Prevent Lead or nominee to determine whether there is any cause for concern.

## 22. Reporting and Review

The Academic Board will receive a report annually on the number and type of referrals made. Where no referrals are made, a nil report will not be required.

The number of referrals made each month will be reported to the Operational SMT at each meeting. Again, nil reports are not required.

Safeguarding referrals are stored for as long as necessary for the purpose for which it was obtained.

The safeguarding and prevent policy and associated procedures are reviewed at least every two years, or in the following circumstances:



- changes in legislation and/or government guidance;
- Following any other significant change or event.

### 23. Links to policy

[Cause for concern Procedure](#)

[Fitness to Study Policy](#)

[Pregnancy, maternity & adoption Policy](#)

[Student Code of Conduct](#)

[Student Disciplinary procedure](#)

[Whistleblowing policy for students](#)

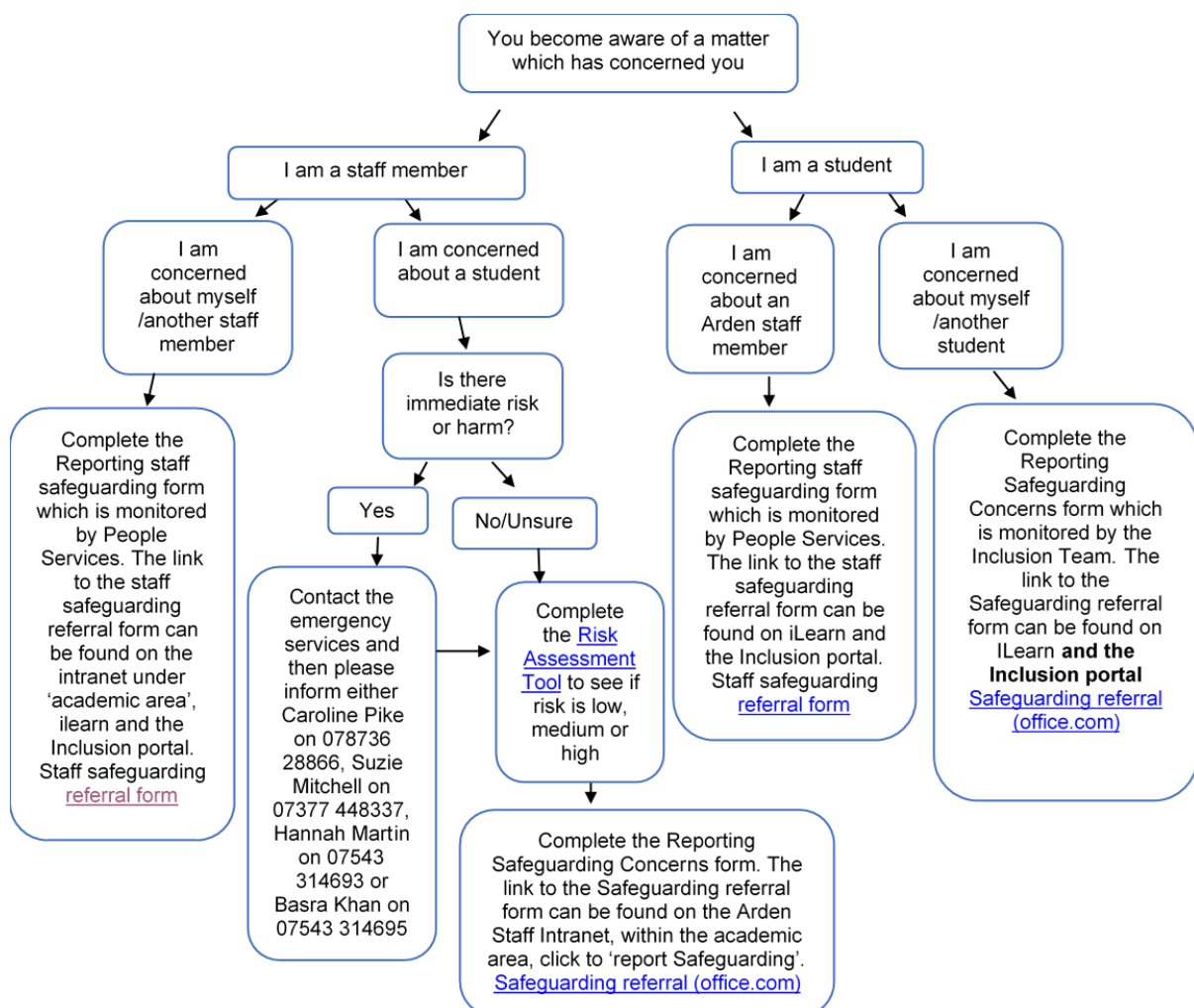
[Anti-Harassment, Bullying and Sexual Misconduct Policy for Students](#)

[Acceptable Use & Social Media Policy](#)

<b>Policy Name</b>	<b>Safeguarding Policy</b>
<b>Policy Reference</b>	QA57
<b>Approval Authority</b>	Quality and Standards Committee
<b>Last Approved</b>	September 2023
<b>Responsible SMT Lead</b>	Director of Student Experience
<b>Responsible Department</b>	Student Experience
<b>Policy Contact</b>	Caroline Pike, Inclusion Services Manager (cpike@arden.ac.uk)
<b>Review frequency</b>	Annual

## APPENDIX 1

### Safeguarding flowchart





## **APPENDIX 2**

### **Safeguarding referral forms**

[Report a safeguarding concern about a student](#)

[Report a safeguarding concern about a member of staff](#)





## APPENDIX 3

### Safeguarding roles and responsibilities

<b>Principal Designated Safeguarding Officer</b>	
- Suzanne Mitchell - Student Experience Director - 02476 515 700	
<b>Prevent Lead</b>	
Steve Clayton – Pro Vice Chancellor (Students, Quality & Standards) - sclayton@arden.ac.uk	
<b>Designated Safeguarding Officers (DSOs)</b>	
<ul style="list-style-type: none"> <li>- Debbie Groom – Head of Student Success</li> <li>- Jodi Smith – Senior Mental Health Adviser</li> <li>- Hannah Martin - Inclusion Advisor - 07543 314693</li> <li>- Basra Khan – Inclusion Advisor - 07543 314695</li> <li>- Fay Vavan – People Services Business Partner – <a href="mailto:fvavan@arden.ac.uk">fvavan@arden.ac.uk</a></li> <li>- Emily Ditton – Inclusion Adviser</li> <li>- Jodie Comrie – Inclusion Adviser</li> <li>- Sam Holmes – Inclusion Adviser</li> <li>- Paul Hibbin – Head of Apprenticeship Operations</li> </ul>	
<b>Designated Safeguarding Leads (DSLs)</b>	
<b>Distance Learning</b>	Kim Roddis – Student Support Team Leader Lauren Donnelly – Student Success Team Leader Helen Duff – Student Support Team Leader
<b>Birmingham Study Centre</b>	Sarah Boles – Student Support Team Leader
<b>Holborn Study Centre</b>	Evelyn Gordon – Student Success Team Leader
<b>Ealing Study Centre</b>	Zarmina Ahmed – Student Success Team Leader
<b>Tower Hill Study Centre</b>	Tony Nkhoma - Student Success Team Leader
<b>Leeds Study Centre</b>	Hannah Vaughan-Jones – Centre Manager
<b>Manchester Study Centre</b>	Becky Appleton - Student Success Team Leader



<b>Berlin Study Centre</b>	Sarah Bejkar – Team Leader Success Team
<b>Apprentices</b>	Emma Ward – Apprenticeship Manager Maxine Collison – Internal Quality Apprenticeships
<b>People Services</b>	Sally Rideout – People Employee Relations Manager Katie Stanbrook – People Adviser



## APPENDIX 4

### Staff Guidance

#### Disclosures of Abuse:

These may come in many forms and should all be taken seriously:

- A vulnerable person may confide in you that they are being abused
- Someone may report to you that someone else has confided in them that they are being abused or that they have a suspicion of abuse
- Someone may display signs of abuse as listed above
- The behaviour of, or a change in the behaviour of someone may suggest that they are being abused
- A colleague may confide in you that they have abused a child/young person/ adult in a vulnerable situation
- The behaviour of, or a change in the behaviour of a colleague, may suggest that they are abusing a child/young person/ adult in a vulnerable situation

If a student discloses that they are being abused or provides any information suggesting that this is the case, staff should follow the guidance below.

#### DO

- Remain calm, accessible and receptive
- Ensure you are meeting the student in an appropriate place (i.e., private)
- Listen carefully without interrupting or asking leading questions
- Communicate with the person in a way that is appropriate to their age, understanding and preference
- Be aware of the non-verbal messages you are giving
- Make it clear that you are taking them seriously.
- Acknowledge their courage and reassure them that they are right to tell.
- Reassure them that they should not feel guilty and say that you're sorry that this has happened to them.
- Let them know that you are going to do everything you can to help them and what may happen as a result.



- Make a note of what was said, using the person's actual words wherever possible
- Make note of your observation (signs of abuse, if any)
- Complete safeguarding referral form (appendix 2) (if urgent contact a safeguarding officer immediately) and send to the appropriate member of the safeguarding team, or Designated Safeguarding Lead.

#### DON'T

- Judge the person
- Investigate or seek to prove or disprove possible abuse Investigate, suggest or probe for information
- Make promises about confidentiality or keeping 'secrets' Some wording that may help is "I can't promise to keep this to myself as I may need to seek more help for you".
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody
- Offer opinions about what is being said or the persons allegedly involved
- Confront another person (adult or child/young person) allegedly involved
- Forget to record what you have been told
- Assume that someone else will take the necessary action
- Fail to pass this information on to a safeguarding officer



## APPENDIX 5

### Safeguarding examples

#### **Example 1**

You are in a meeting with Ben when he tells you about Alex, his ex-partner. Alex has threatened to tell the Police that Ben is causing harm to the children they have together unless he gives Alex more money each week in child support. Ben is distressed as he is already in debt and fears he will not be allowed to see his children anymore and may be arrested.

**This is a concern that you should report.** It is not for you to determine if Ben is physically harming his children, but he is being harmed by someone trying to manipulate him to gain more money. The financial abuse element would mean the Safeguarding Concern would have to be logged.

#### **Example 2**

Anne is a student that you are currently supporting; she began university by being reserved. You have noticed that lately Anne has been hanging around with new people, has started drinking and smoking. Anne is sometimes late for 9.00am lectures but never misses them completely.

**Anne's behaviour may not be a safeguarding concern.** It appears she is adjusting to being at university and has made new friends who might be having an influence on her. Unless Anne is being manipulated to drink, smoke or go out late, there may be no harm or risk of harm causing the change in Anne.

#### **Example 3**

Raheem has informed you that he may not be able to attend graduation because his family want him to go on holiday overseas as soon as he finishes his final exams. Raheem tells you that he is concerned that he is going to be forced to marry someone whilst he is on holiday. Two years ago, his older brother Hassan was taken on holiday after his exams finished and his family hid his passport from Hassan until he agreed to marry someone whilst overseas. Raheem is worried the same thing will happen to him: he has no plans to marry and does not want to go on the holiday.

**This is a concern that you should report.** Raheem is at risk of harm.

#### **Example 4**

Dawn has been set an assignment to log her activities and thoughts for 2 weeks. Upon submission of the log, we can see that Dawn references to her belief that she is being watched and that she feels someone is tampering with her phone. Dawn also feels that the news has a hidden agenda as they report negative stories about her religion. Dawn expresses thoughts of frustration and anger about what she feels is happening.



**This is a concern that you should report.** Although Dawn may be exploring politics in her surrounding environment, she may be at risk of radicalisation. It is not for you to determine if Dawn could be radicalised, but the apparent tendency to see a conspiracy as well as the feeling that her religion is being treated unfairly in the media may need to be explored.

**Example 5**

Chen is an international student in her first year but has missed a large number of lectures. She asks to speak to you as she has run out of money. Chen tells you that she started seeing an older man a few months ago and in exchange for him taking care of her and letting her live with him, he has access to her bank account and leaves her with a small amount of credit on her mobile phone. She has no money to get the bus in for lectures and has no money to buy food, relying on what her boyfriend provides.

**This is a concern that you should report.** Chen is at high risk of harm and may also be at risk of being groomed.

**Example 6**

Don is a Political Science lecturer and has always encouraged in-class debates, asking students for their opinion on controversial subjects (such as hunting and abortion), and then asking them to argue for the opposition. Recently Don set up a lunchtime debate society but only allows students he has invited to attend. Alison was invited to a meeting and has come to you to express concerns about Don. She tells you that Don didn't hold a debate but spent 20 minutes expressing his support for the English Defence League. Alison feels she heard Don say that "the Nazis knew how to run things".

**This is a concern that you should report.** Although encouraging students to think about situations from a different perspective can be useful, the beliefs expressed during the debate society meeting are concerning. The far-right views being expressed by Don could be an indicator of an extremist view, and possibly having accessed hate rhetoric.

## APPENDIX 6

### Risk assessment tool

<b>Low (1)</b>	<b>Medium (2)</b>	<b>High (3)</b>
<p>First presentation of risk, e.g., low mood, panic, anxiety. Concerns are likely to be managed at triage stage only and / or be managed via routine case management. Professional judgement or concerns of repeated low-level harm may progress to a safeguarding enquiry.</p> <p><b>Is the risk: No impact Unlikely to recur</b></p>	<p>Concerns of a significant nature will receive additional scrutiny and are likely to require safeguarding triage and may progress to a safeguarding enquiry. Concerns are likely to be isolated and are unlikely to affect other people. The concern should be an isolated incident.</p> <p><b>Is the risk: Some impact but not long lasting Possible to recur</b></p>	<p>Immediate risk to the person(s) has been identified; this can be in relation to immediate risk of homelessness and 999 Concerns. Mental Health concerns where a student has suicidal ideation and has the means to act would also warrant high risk. Concerns of this critical nature will be escalated to overseeing safeguarding leads: Caroline Pike, Suzie Mitchell, Hannah Martin or Basra Khan.</p> <p><b>Is the risk: Serious long-lasting impact Likely to recur</b></p>

## **APPENDIX 7**

### **Recognising abuse and neglect**

#### **Physical abuse**

This includes hitting, slapping, pinching, pushing, misuse of medication and inappropriate holding or restraint. It may also include inappropriate sanctions or punishment and rough handling.

Possible indicators:

- History of unexplained falls
- Unexplained bruising in well protected or soft parts of the body e.g., ears or buttocks
- Multiple bruising in different stages of healing
- Unexplained burns – unusual location or type
- Unexplained fractures
- Unexplained lacerations or abrasions
- Slap, kick punch or finger marks
- Injury shape similar to an object
- Untreated medical problems
- Weight loss due to malnutrition or dehydration

#### **Sexual abuse**

Examples: rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, sexual acts or indecent exposure to which the adult has not consented or was pressured into.

Possible indicators:

- Sudden change in behaviour
- Sudden onset of confusion
- Incontinence
- Withdrawal
- Overt sexual behaviour/language by the adult
- Self-inflicted injury
- Disturbed sleep pattern/poor concentration
- Difficulty in walking
- Torn, stained underwear
- 'Love bites'





- Pain/itching/bleeding or bruising in genital area
- Sexually transmitted disease/urinary tract/vaginal infection
- Bruising to upper arms and thighs
- Frequent vaginal and urinary tract infection
- Severe upset or agitation when bathing
- Pregnancy in a person who is unable to consent

People find sexual abuse particularly difficult to speak about. Patience and empathy are essential.

### **Financial abuse**

Examples: fraud, theft, taking property without permission, assuming ownership of money or items, scamming (which can be in person, by letter, phone and internet), coercion in relation to an adult's financial affairs including the writing of or changing a Will, and misuse of benefits. Financial abuse can involve small and large amounts of money or value of property.

Possible indicators:

- Sudden inability to pay bills
- Sudden debt
- Unexplained or unusual patterns of cash withdrawal from an account
- Lack of belongings that the adult can clearly afford
- Resistance by family to give explanation for unusual financial activity
- Extraordinary interest by family in an adult's assets
- Purchase of items that the adult would not usually buy or need
- Personal items going missing
- The main interest shown by a family member is financial and not the in relation to the care of the adult

### **Discriminatory abuse**

Examples: discriminatory abuse is often on the grounds of age, race, gender or gender identity, culture, religion, sexual orientation or disability.

Other examples of abuse include:

- Hate crime (acts of violence or hostility directed at people because of who they are or who someone thinks they are)
- 'Mate crime' (sometimes used to describe a crime committed against an adult by someone who has befriended them)
- Derogatory comments
- Harassment
- Being made to move to a different resource/service based upon an adult's age
- Being denied medical treatment on grounds of age or mental health



### **Emotional/Psychological abuse**

Examples: threats of harm or abandonment, blackmail, deprivation of contact, humiliation and ridicule, blaming, controlling, intimidation, coercion, harassment, isolation, cyber bullying, shouting and swearing, unreasonable support of services or support networks, denial of cultural or religious needs, denial of access to the development of social skills.

Possible indicators:

- Change in appetite, weight loss or gain
- Low self esteem
- Upset and tearfulness
- Confusion and agitation
- Insomnia
- Avoiding eye contact, withdrawal
- Isolation, unable to make contact
- Distress
- Poor hygiene, resulting from restricted access to facilities
- Uncharacteristic behaviour

### **Neglect (and acts of omission)**

Examples: ignoring medical, emotional or physical needs; failure to provide access to appropriate health, care and support or educational services; withholding the necessities of life including medication, adequate nutrition and heating.

Indicators (but are not limited to):

- Poor environmental conditions
- Inadequate heating and lighting
- Poor physical condition of the adult
- Malnutrition
- Clothing is ill-fitting, unclean or in poor condition
- Isolation of the adult
- Withdrawal, unhappiness or change in demeanour
- Carer's reluctance to engage with professionals
- Carers not allowing contact by professionals with the adult

### **Self-neglect**

Examples: self-neglect can sometimes be as a result of a person's choice of lifestyle and covers a wide range of behaviour including neglect to care for one's personal hygiene, health or surroundings and can include hoarding when it becomes extreme (including animal hoarding). In these circumstances there is no abuser.

Possible indicators:

- Living in grossly unsanitary conditions



- Suffering from untreated illness or disease/condition
- Suffering from over or under eating to the extent that if untreated the adult's physical or mental health could be impaired
- Creating a hazardous situation that would likely cause serious physical harm to the adult or cause substantial loss of assets

### **Organisational/Institutional abuse**

Examples: Neglect, poor practice within an institution such as a care home or hospital and also poor practice in relation to care provided in the adult's own home. This can be only one incident or a series of incidents which identifies neglect or poor practice resulting from an organisations poor policies, procedures and practice.

It is important not to jump to the wrong conclusions too quickly, but the following list may be possible indicators of institutional abuse:

- No flexibility in bedtime routine and/or deliberate waking
- People left on a commode or toilet for long periods of time
- Inappropriate care of possessions, clothing and living area
- Lack of personal clothes and belongings
- Un-homely or stark living environments
- Deprived environmental conditions and lack of stimulation
- Inappropriate use of medical procedures such as enemas, catheterisation
- Batch care - lack of individual care programmes
- Illegal confinement or restrictions
- Inappropriate use of power or control
- People referred to, or spoken to with disrespect
- Inflexible services based on convenience of the provider rather than the person receiving services
- Inappropriate physical intervention
- Service user removed from the home or establishment, without discussion with other appropriate people or agencies because staff are unable to manage the behaviour

### **Domestic abuse**

The Home Office definition of domestic abuse (2013):

- Incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality
- Includes psychological, physical, sexual, financial, emotional abuse; so, called 'honour' based violence; Female Genital Mutilation; forced marriage
- Includes anyone aged 16 or over



Many people think that domestic abuse is about intimate partners, but it is clear that other family members are included and that much safeguarding work that occurs at home is, in fact is concerned with domestic abuse.

### **Modern slavery**

Modern slavery includes slavery, human trafficking, forced labour and domestic servitude.

Traffickers are those who arrange for the people to move from place to place to do the tasks that they are made to do. It includes moving within the UK and doesn't have to be from abroad. You may often hear the words 'harvesters' or gardeners' used in relation to the victims of modern slavery being made to grow and look after cannabis farms. Very often the traffickers trick victims into believing that they are arranging for them to have a better life and genuine employment.

### **References**

<https://www.ssaspb.org.uk/Reporting-Abuse/What-is-abuse.aspx>