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**Bristol School of Acting**

# **Safeguarding (Child Protection and Vulnerable Adult) Policy and Procedures for Degree courses**

**Adopted September 2023**

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## Quick reference guide to handling concerns about safeguarding of children or vulnerable adults

### Is the person in immediate danger?

Contact the Police 101 (or 999 in an emergency). If you are unsure speak the Designated Safeguarding Lead or Safeguarding Officer

If you cannot reach designated BSA staff and need immediate guidance, the NSPCC helpline is 0808 800 5000.

Designated Safeguarding Lead: Stuart Wood, 07957403460, [stuart.wood@bristolschoolofacting.com](mailto:stuart.wood@bristolschoolofacting.com)

Safeguarding Officer: Joe Spurgeon, 0117 472 1644

You are approached by a child (under 18) or vulnerable adult with a disclosure that s/he is being harmed or abused.



Stay calm and keep an open mind. Don't promise to keep information secret. Make it clear that you have a duty to pass it on.

Record the information you are provided with and pass on to one of the Safeguarding Leads (within 24 hours) who will decide what further action might be needed.

This information is likely to be passed on to an external agency and should include a record of the time, date and persons present.

Don't question the individual except to clarify what they are saying.

You have concerns that a child or vulnerable adult is or may be subject to abuse or harm.



Make a written and dated note of any observations.

Inform one of the Safeguarding Leads as soon as possible and within 24 hours, who will investigate and make any necessary referrals.

You have concern about the behaviour of a member of staff or other volunteer within BSA.



If the behaviour of a member of staff or other person (including other students) is potentially threatening the well-being of a child or vulnerable adult, you must report your concerns to one of the Safeguarding Leads.

Any allegations concerning a member of staff will be passed to the Head of School who will decide on further action.

**ALWAYS NOTIFY ONE OF THE SAFEGUARDING OFFICERS WITHIN 24 HOURS OF ANY INCIDENT OR CONCERNS.**

## **Introduction**

- 1 Bristol School of Acting (BSA) offers a conservatoire-style training for actors and technical stage-craft specialists. This document sets out the policy and procedures of BSA to ensure a safe creative learning environment for young people and vulnerable adults. BSA believes all individuals have a right to learn and develop within a safe environment, and is committed to protecting young people and vulnerable adults from harm. BSA is not however 'in loco parentis' (in the place of the parent) and cannot accept the responsibilities of guardian to any member of its community. BSA also recognises its responsibilities to protect staff, students and volunteers against unfounded allegations of abuse. This policy aims to ensure that young people and vulnerable adults, and all those who work with them, are safe and supported within the School and its organised activities. This policy has been informed by the NSPCC's general guidance.

## **Policy Statement**

- 2 BSA acknowledges the duty of care to safeguard and promote the welfare of children and vulnerable adults and is committed to ensuring that its safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice.
- 3 This policy recognises that the welfare and interests of children and vulnerable adults are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or belief, ethnicity, disability, sexual orientation, marital status or socio-economic background, all children and vulnerable adults:
  - have a positive and enjoyable experience of studying at BSA in a safe and student-centred environment;
  - are protected from abuse whilst participating activity at BSA or in BSA-led activity conducted off-site.
- 4 BSA acknowledges that some children and vulnerable adults, including disabled people or those from certain ethnic communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.
- 5 As part of our safeguarding and child protection policy, BSA will:
  - promote and prioritise the safety and wellbeing of children and young people
  - ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people

- ensure appropriate action is taken in the event of incidents/concerns of abuse or risk of harm and support provided to the individual/s that raise or disclose the concern
  - ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
  - prevent the employment/deployment of unsuitable individuals
  - ensure robust safeguarding arrangements and procedures are in operation.
- 6 The policy and procedures will be widely promoted and are mandatory for everyone involved in BSA. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.
- 7 For the purposes of this document when we refer to staff it covers all permanent, temporary, freelance and volunteer staff.

### **Scope**

- 8 BSA's full-time higher education students are usually over 18 years of age (this is an entry requirement that the School would seldom vary). BSA also offers Diploma programmes designed for young people under the age of 18 who are covered by a separate Safeguarding policy.
- 9 BSA's safeguarding policy should be read in conjunction with the following policies and procedures:
- Student and staff codes of conduct
  - Health & Safety Policy
  - Bullying and Harassment Policy
  - Equality, Diversity and Inclusion Policy
  - Reasonable Adjustments Policy for students
- 10 Appendix 3 outlines the relevant legislation which applies to child protection.

## Definitions

- 11 **Child:** England, Wales, Northern Ireland and Scotland each have their own guidance setting out the duties and responsibilities of organisations to keep children safe, but they agree that **a child is anyone who has not yet reached their 18th birthday** (including the phrase young people).
- 12 **Vulnerable Adult:** a Vulnerable Adult (also referred to as an Adult at Risk) is a person who is 18 years or over and who is or may be in need of, community care or health care services by reason of mental or other disability or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against Significant Harm or exploitation. An Adult at Risk may therefore be a person who:
- Is frail due to ill health, physical disability or cognitive impairment
  - Has a learning disability
  - Has a physical disability and/or a sensory impairment
  - Has mental health needs
  - Has a long-term illness/condition
  - Is unable to demonstrate the capacity to make a decision and is in need of care and support
- For more information, see [www.trixonline.co.uk](http://www.trixonline.co.uk)
- 13 **Parent:** includes any person with Parental Responsibility.
- 14 **Regulatory Authority:** is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services e.g. Ofsted.
- 15 **Children's Social Care:** is a generic term is used to describe the service with responsibility to carry out the child protection and safeguarding duties of the local authority under the Children Acts 1989 and 2004, and Working Together to Safeguard Children 201
- 16 **Safeguarding and Reviewing Unit** is a generic term used to describe where the responsibility lies for holding the List of Children with a Child Protection (the local one is Bristol Keeping Children Safe).
- 17 **Child abuse:** is defined as ill-treatment or neglect which causes injury, suffering or "significant" harm. An abused child can be a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting who, at the time, is responsible for that child. Child abuse can also occur at the hands of another child.

- 18 **Adult at risk abuse:** is ill-treatment or neglect which causes injury, suffering or "significant" harm; as well as a violation of a person's human rights it can also be a violation of a person's civil rights. Adults at Risk can be abused in the same way as a child, but as an adult could additionally suffer from theft, fraud, the misuse of their property, finances and benefits, including coercion in relation to wills and other forms of inheritance, or they could be electorally disenfranchised.
- 19 **Self-harm & suicide:** the phrase 'self-harm' is used to describe a wide range of behaviours and is often understood to be a physical response to an emotional pain of some kind, and can be very addictive. Self-harm often happens during times of anger, distress, fear, worry, depression or low self-esteem in order to manage or control negative feelings. Self-harm can also be used as a form of self-punishment. Suicidal behaviour is a complex phenomenon that usually occurs along a continuum, progressing from suicidal thoughts, to planning, to attempting suicide, and finally dying by suicide. Suicidal behaviour (fatal and non-fatal) in young people is often associated with a psychiatric disorder, and often unrecognized or untreated. Suicidal behaviour frequently co-occurs with other health risk behaviours such as binge eating, binge drinking, tobacco use, weapon carrying and having unprotected sex.
- 20 This policy includes BSA's statutory obligation (Section 26 of the Counter Terrorism and Security Act 2015) to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the **Prevent Duty**. Any concerns should be reported to the Designated Safeguarding Lead in the first instance.
- 21 Section 5B of the **Female Genital Mutilation Act 2003** (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty on teachers, social workers and healthcare professionals to report to the police where they discover FGM has been carried out on a girl under 18. Any concerns should be reported to the Designated Safeguarding Lead in the first instance.

### **Safeguarding roles and responsibilities**

- 22 BSA endeavours to safeguard children and vulnerable adults by:
- adopting safeguarding guidelines through procedures and a Code of Conduct for staff and volunteers;
  - following carefully the procedures for recruitment and selection of staff and volunteers;
  - providing effective management for staff and volunteers through supervision, support and training;
  - preventing and protecting vulnerable individuals from violent extremism and the threat of radicalisation;
  - sharing information about concerns with relevant professional agencies;
  - sharing information about child protection and good practice with children, teachers, group leaders, carers, parents, staff and volunteers;

- reviewing its policies and practice at regular intervals, including an annual review of its Safeguarding policy;
  - Making appropriate child protection, vulnerable adults and safeguarding referrals to contacts within its local authority.;
  - Dealing effectively with any allegations made against staff and volunteers.
- 23 All staff at BSA have a role to play in delivering the School's Safeguarding Policy, but specific responsibility has been allocated to named staff as outlined below.
- 24 The **Designated Safeguarding Lead** has overall responsibility for the School's Safeguarding Policy, its implementation and promotion. This includes acting as the Designated Officer for the School's Prevent commitments under the Counter-terrorism and Security Act 2015. The Designated Safeguarding Lead is responsible for investigating complaints and acting upon them. This responsibility may be delegated to another member of staff, as appropriate. The **Head of School** is BSA's DSL. Contacts are listed below.
- 25 The **Safeguarding Officer** is responsible for maintaining BSA's safeguarding policy, for making referrals to relevant agencies, if appropriate, sources or provides training in safeguarding to staff, volunteers and students, maintains confidential records in relation to safeguarding and may be required to investigate incidents as required. The Safeguarding Officer is responsible for liaising with the other safeguarding contacts within BSA and relevant external agencies as appropriate in relation to: policy and practice, on-going training, record keeping and annual reporting to the Board. The Safeguarding Officer also provides information and support for staff on safeguarding matters. The **Producer, BA Acting Courses** is BSA's Safeguarding Officer.
- 26 The **Diploma Courses Co-ordinator** is responsible for ensuring that appropriate Disclosure and Barring Service (DBS) checks are undertaken, and up to date records maintained, as well as that the appropriate checks and references are taken up for staff and volunteers offered employment/volunteering opportunities at BSA.
- 27 Designated **Course Leaders** are responsible for ensuring that activity is conducted in accordance with the BSA Safeguarding Policy and Procedures, including reporting any instances where the policy might have been breached, informing HR of the potential need for further DBS checks and ensuring that staff are sent on safeguarding training.
- 28 All **staff** have a responsibility to report any concerns to their course leader or to the Safeguarding Officer.

BSA's key contacts are:

**Designated Safeguarding Lead**

Stuart Wood, Head of School, 07957 403 460, [stuart.wood@bristolschoolofacting.com](mailto:stuart.wood@bristolschoolofacting.com)

**Safeguarding Officer**

Joe Spurgeon, Producer, BA Courses, 0117 472 1644,  
[joe.spurgeon@bristolschoolofacting.com](mailto:joe.spurgeon@bristolschoolofacting.com)

**Director of Acting Programmes**

Matthew Humphreys, 0117 472 1644 - all HE acting students

**Head of Diploma Courses**

Sam Bridges, 0117 472 1644 - all Diploma students

**Admissions and Student Administration**

Lorin Henderson, 0117 472 1644, [lorin.henderson@bristolschoolofacting.com](mailto:lorin.henderson@bristolschoolofacting.com)

Any concerns about the Designated Safeguarding Lead should be reported to the Chair of the Board, John Retallack, [john.retallack@bristolschoolofacting.com](mailto:john.retallack@bristolschoolofacting.com)



## Safeguarding - Child Protection and Vulnerable Adults Procedures

### Purpose of the procedures

- 29 The purpose of these procedures is to guide staff in safeguarding children and vulnerable adults from harm when participating in BSA projects and to make clear to staff their responsibilities, actions they should take and lines of responsibility.
- 30 All staff are expected as part of their role at BSA to:
- follow safeguarding policies, procedures and systems;
  - maintain awareness of safeguarding and its importance;
  - be alert to potential signs and indicators;
  - take appropriate action when necessary;
  - undertake safeguarding training.

### Managing a disclosure

- 31 Disclosing abuse is difficult for variety of reasons. Some children and vulnerable adults do not disclose because they feel they will not be believed or be taken seriously. It is very important that staff actively listen and respond sensitively. Creating a safe space to talk is crucial in breaking down barriers to disclosure. The chart below shows some things to do and those not to do when speaking to someone.

DO	DON'T
<ul style="list-style-type: none"><li>● Stay calm</li><li>● Recognise your feelings, but keep them to yourself</li><li>● Use language that the person can understand</li><li>● Reassure the person:<ul style="list-style-type: none"><li>- telling you is doing the right thing</li><li>- they are not to blame</li><li>- you believe that they are telling the truth</li></ul></li><li>● Listen carefully, record what the person says and keep these notes</li><li>● Explain what you will do next (ie tell the Safeguarding Officer) in a simple and clear way</li><li>● Follow the standard procedure in telling the Safeguarding Officer and seeking advice and support for yourself.</li></ul>	<ul style="list-style-type: none"><li>● Panic or delay</li><li>● Express strong feelings of upset or anger</li><li>● Use jargon or express opinions</li><li>● Probe deeply for information</li><li>● Use leading questions</li><li>● Make them repeat the story</li><li>● Promise unconditional confidentiality</li><li>● Approach the person against whom the allegation has been made, or discuss the disclosure with anyone other than the Safeguarding Officer or Designated Safeguarding Lead.</li></ul>

## 32 Reporting a concern / disclosure

This procedure below will be followed whenever a disclosure has been made, or there is a suspicion that a child or vulnerable adult is at risk of harm or has been abused. If in doubt, about whether to make a written record (for example, you have a slight concern), you can contact one of the safeguarding officers before submitting a written record. The default position is that staff should write a note of their concerns.

- a. The member of staff will make a detailed written record of the matter, using if possible the **Disclosure Form Appendix 2**, and report it within twenty four hours to the Safeguarding Officer, OR the Designated Safeguarding Lead, OR, a designated Course Leader. ***In the case of an urgent concern, the member of staff will communicate the matter as soon as possible, and complete the written report afterwards.***
- b. One of the Safeguarding Officers will investigate the issue and assess the level of risk of harm.
- c. The Safeguarding Officer will seek advice from external agencies where required to inform decision making about the appropriate course of action to be taken, sharing necessary information as appropriate to best protect the child or adult at risk, with their consent wherever possible.
- d. Where risk of harm or abuse is identified, BSA will take action to best protect the child or vulnerable adult. The School will involve the child or vulnerable adult in decision making and act with their consent where possible. The Safeguarding Officer will take action without consent where this is considered to be in the best interests of the child or vulnerable adult.
- e. BSA will support the child or vulnerable adult in understanding the risk of harm and encourage and empower them to take any appropriate action to mitigate that risk themselves, with support.
- f. Where it is agreed that no immediate action needs to be taken, a programme of follow-up and support will be agreed.
- g. In the case of an allegation of abuse being made against a member of staff or a student, the individual concerned may be informed of the allegation, on the advice of the Local Authority and/or Police, and may be removed from contact with children and vulnerable adults in line with the appropriate disciplinary process (staff or student).
- h. Any internal disciplinary action arising from an investigation will be handled in accordance with the relevant disciplinary process (staff or student).

BSA assures all staff that it will fully support and protect anyone who, in good faith, reports his or her concerns that anyone is, or may be, abusing a child or vulnerable adult.

## 33 Recording a concern/ disclosure:

If you are unable to use the Disclosure Form Appendix 2 please follow the guidelines below:

- Records should be made as soon as possible after the event/concern is raised

- They should contain the date, time, people present, anything said (verbatim if possible) and any action taken, including whom the concern was reported to and when.
- Physical appearance or behaviour of the child or vulnerable adult should be recorded as factually accurately as possible.
- Professional opinion should be set apart from factual observations and labelled as such. Judgmental language should be avoided.

The Safeguarding Officer will maintain records on all concerns relating to a child or adult at risk and these records will be contained in a confidential file, separate from the staff or student members' other files to preserve confidentiality, in accordance with Data Protection requirements. Records will be held for six years after the last contact (ie attendance at a BSA programme) with the child or adult at risk.

**A Disclosure Form template is included in Appendix 2.**

**34 Allegations against a student**

Where an allegation is brought against a student on one of BSA's full-time higher education programmes, this will be handled in the same way as an allegation towards a member of staff, and will also invoke the appropriate student disciplinary or misconduct policies, as necessary.

**35 If the matter is the subject of a criminal investigation**

The School is entitled to pursue its own or complementary confidential enquiries and disciplinary action. The Designated Safeguarding Lead will consult with the relevant agencies in such cases.

36 To maintain the integrity of the investigation, individuals who face an allegation may be advised to only discuss the substance of the allegation with his or her union or legal representative, immediate family or as directed by the investigating officer.

37 Following an investigation, disciplinary action may be taken as appropriate.

38 Information is shared and discussed between staff and relevant agencies on a need-to-act basis only.

39 BSA's local authority is Bristol City Council. If it is necessary to involve the local authority, we will refer to Keeping Bristol Safe <https://bristolsafeguarding.org>

**Recruitment, vetting, induction and training of staff**

40 BSA recognises that anyone may have the potential to abuse children and vulnerable adults in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with them.

- 41 BSA complies with its on-going duty to notify DBS with any relevant information regarding the conduct of any individual which the School considers to have caused harm or pose a risk of harm to vulnerable groups.
- 42 BSA will implement appropriate recruitment procedures for personnel working on activities with children and/or adults at risk, having substantial access to children and/or adults at risk, access to children's personal information or images, or who through the course of their work are liable to find themselves in a position of trust. These procedures will include:
- Identity and Disclosure and Barring Service checks carried out by HR on the offer of a post which is likely to have significant contact with children and/or vulnerable adults.
  - Two reference checks which confirm their suitability to work with children.
  - Ensuring all existing staff regularly in contact with children, or working on a one-to-one basis, will have completed Disclosure and Barring Service checks (DBS checks, formerly CRB).
  - All staff contracts will refer to this policy about protecting children and vulnerable adults, and by signing contracts, staff will be confirming that they have received a copy of this policy.
  - Board members may not need to have a Disclosure and Barring Service clearance because they are unlikely to be in regular unsupervised activity with children and/or vulnerable adults. However, if this situation changes, they will be asked to undertake a DBS check as well.
- 43 It is essential that all staff who have access to children and vulnerable adults understand their safeguarding responsibilities and what to do in the event a disclosure is made to them, or they suspect risk of harm or abuse. To aid this, all staff working with students, with children or likely to be in regular contact with vulnerable adults will receive training on safeguarding during their induction period. This training will be updated every four years. All BSA staff may attend safeguarding training, but priority will be given to those working most closely with students, vulnerable adults and children/young people.

### **Student session leaders, students on placement and other volunteers**

- 44 From time to time BSA hosts placements from students studying related subjects to actor training or technical theatre arts. BSA students may also be offered the opportunity to complete workshop-leader training to enable them to lead workshops with children and young people. BSA requires that:
- Students should not have unsupervised contact with children.
  - For placements of other students within BSA, references should be sought from course tutor and at least one other referee who can vouch for their suitability to work with children. They will be asked for evidence of a recent (within the past year) Enhanced Disclosure by showing original documents or letters from the DBS or an Umbrella Body as appropriate (photocopies are not acceptable) to the Designated Safeguarding Lead. Your DBS reference number will be noted and the details kept on file.
  - Students receive adequate supervision and monitoring and are given responsibilities appropriate to their age and ability. They are not asked to teach or take sole responsibility for a whole class or group.
  - Safeguarding training will be part of the workshop leader training offered to BSA students.

### **Annual reporting to BSA Board**

- 45 An annual report will be submitted to the BSA Board on safeguarding. This report will provide the Board with monitoring information to enable the Board to consider whether the School's child and adult at risk protection duties are effectively discharged. This will include information in respect of staff training and anonymous case details.
- 46 This safeguarding policy will be updated annually and any substantive changes will be flagged to staff.

### **Safeguarding all BSA students**

#### **47 Sexual relationships**

Under the Sexual Offences Act 2003, it is a criminal offence for a person to engage in a sexual relationship with a person under the age of 18 when they are in a position of trust in relation to that person. At BSA, all staff, volunteers and anyone formally representing the School are considered to be in a position of trust for this purpose.

BSA considers it unethical for staff and visiting professionals to enter into sexual or romantic relationships with students over the age of 18, and failure to disclose any such relationship may result in disciplinary action being brought. Please see the Staff-Student Relationship Policy for further information.

**48 Off-site visits, performances and trips**

BSA programmes may involve trips away from the School. The School includes the safeguarding of under 18 year olds and vulnerable adults in the pre-departure risk assessment procedure and makes appropriate arrangements on the basis of this assessment. Beyond this, and the general requirements of this policy and procedure, no additional arrangements are made.

**49 Use of IT facilities**

BSA's policies on the use of IT (see the Staff and Student Handbooks for respective policies) prohibits their use to access, store or distribute pornographic material) BSA's shared IT facilities are available to staff and students. Use of these facilities by students is not routinely monitored. BSA is currently updating its IT policy.

**50 Alcohol**

It is illegal for alcohol to be sold to or bought by people who are under the age of 18 years. The School takes reasonable steps to seek to ensure that the law is not broken in relation to licensed premises under the School's control but cannot undertake to supervise individual students. HE students are bound by both the Student Code of Conduct and the Drugs & Alcohol Policy in relation to the purchase and consumption of alcohol whilst on the premises.

**51 Parental and third party involvement**

In normal circumstances the School deals directly with students (with whom it has a contractual relationship) and not with parents or other third parties, and this approach applies to students who are vulnerable adults or are under 18 years. BSA has duties under data protection legislation to preserve the right to privacy and confidentiality of students. The School therefore only discloses information regarding students (including vulnerable adults or under 18 year olds) to third parties (including parents, guardians and next of kin) in accordance with its Data Protection Policy.

## APPENDIX 1: Recognising abuse in children, a quick reference table

<p><b>Neglect / Self-neglect</b> Persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- Hunger</li> <li>- Poor personal hygiene</li> <li>- Inappropriate clothing</li> <li>- Frequent lateness or non-attendance</li> <li>- Untreated medical problems</li> <li>- Poor social relationships</li> <li>- Compulsive stealing or scrounging</li> <li>- Tiredness</li> </ul>	<p><b>Sexual Abuse</b> Forcing or enticing a child to take part in sexual activities, physical contact including non-penetrative act, and non-physical contact including making pornographic material, being exposed to sexual activity, encouraging to behave sexually and verbal sexual abuse</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- Bruises, scratches, burns or bite marks on the body</li> <li>- Scratches, abrasions or persistent infections in the anal or genital regions</li> <li>- Sexual awareness inappropriate to the child's age</li> <li>- Public masturbation</li> <li>- Teaching other children about sexual activity</li> <li>- Refusing to stay with certain people or go to certain places</li> <li>- Aggressiveness, anger, anxiety, tearfulness</li> <li>- Withdrawal from friends</li> <li>- Pregnancy</li> </ul>
<p><b>Physical Abuse</b> Hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, otherwise causing physical harm, or factitious illness by proxy</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- Unexplained injuries or burns</li> <li>- Refusal to discuss injuries/improbable explanations</li> <li>- Untreated injuries/illness</li> <li>- Admission of punishment which appears excessive</li> <li>- Shrinking from physical contact</li> <li>- Fear of returning home or of parents being contacted</li> <li>- Fear of undressing or medical help</li> <li>- Aggression/bullying</li> <li>- Over compliant behaviour or 'watchful attitude'</li> <li>- Running away</li> <li>- Significant changes in behaviour</li> </ul>	<p><b>Emotional Abuse</b> Persistent emotional ill-treatment of a child causing severe and persistent adverse effects on child's emotional development</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- Continual self-deprecation</li> <li>- Depression, withdrawal</li> <li>- Inappropriate emotional responses to painful situations</li> <li>- Self-harm or mutilation</li> <li>- Compulsive stealing/scrounging</li> <li>- Drug/solvent abuse/eating problems (over-/under-eating)</li> <li>- 'Neurotic' behaviour - obsessive rocking, thumb-sucking</li> <li>- 'Don't care' attitude or desperate attention-seeking behaviour</li> <li>- Social isolation - does not join in and has few friends</li> </ul>
<p><b>Radicalisation</b> Factors to indicate that a young person might be in danger of radicalisation include:</p> <ul style="list-style-type: none"> <li>- Isolation</li> <li>- Lack of self-esteem</li> <li>- Victim of bullying</li> <li>- Family tensions</li> <li>- Searching for personal identity</li> <li>- Race and hate crime</li> <li>- Use of internet glorifying violence</li> <li>- Political grievances</li> </ul>	<p><b>Other safeguarding indicators</b></p> <ul style="list-style-type: none"> <li>- Persistent lateness or absence</li> <li>- Bullying, including cyber-bullying</li> <li>- Use of drugs/excessive alcohol consumption</li> <li>- Persistent illness</li> <li>- Gender-based violence</li> <li>- Mental health problems</li> <li>- Panic attacks</li> <li>- Aggressive outbursts</li> </ul>

## APPENDIX 2: Recognising abuse in vulnerable adults, a quick reference table

<p><b>Psychological or emotional abuse</b> Enforced social isolation, removing mobility or communication aids, failing to respect privacy, preventing activities, intimidation, coercion, harassment, use of threats, humiliation, bullying or swearing, threats of harm or abandonment.</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- an air of silence when a particular person is present</li> <li>- withdrawal or change in the psychological state of the person</li> <li>- insomnia</li> <li>- low self-esteem</li> <li>- uncooperative and aggressive behaviour</li> <li>- a change of appetite, weight loss/gain</li> <li>- signs of distress: tearfulness, anger</li> <li>- apparent false claims, by someone involved with the person, to attract unnecessary treatment.</li> </ul>	<p><b>Sexual Abuse</b> Rape, attempted rape or sexual assault, inappropriate touching, non-consensual masturbation, any sexual activity that the person lacks capacity to consent to, indecent exposure.</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- bruising, particularly to the thighs, buttocks and upper arms and marks on the neck</li> <li>- torn, stained or bloody underclothing</li> <li>- bleeding, pain or itching in the genital area</li> <li>- unusual difficulty in walking or sitting</li> <li>- pregnancy in a woman who is unable to consent to sexual intercourse</li> <li>- the uncharacteristic use of explicit sexual language or significant changes in sexual behaviour or attitude</li> <li>- self-harming</li> <li>- poor concentration, withdrawal, sleep disturbance</li> <li>- excessive fear/apprehension of, or withdrawal from, relationships</li> </ul>
<p><b>Physical Abuse</b> Assault, hitting, biting, scalding, burning, excessive restraint, bullying, force-feeding or withdrawing food, over-medication.</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- no explanation for injuries or inconsistency with the account of what happened</li> <li>- injuries are inconsistent with the person's lifestyle</li> <li>- bruising, cuts, welts, burns and/or marks on the body or loss of hair in clumps</li> <li>- frequent injuries</li> <li>- unexplained falls</li> <li>- subdued or changed behaviour in the presence of a particular person</li> <li>- signs of malnutrition</li> <li>- failure to seek medical treatment or frequent changes of GP</li> </ul>	<p><b>Domestic violence or abuse</b> Psychological, physical, sexual, financial, emotional, including threatening behaviour, coercive control, 'honour'-based violence, FGM and forced marriage.</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- low self-esteem</li> <li>- feeling that the abuse is their fault when it is not</li> <li>- physical evidence of violence such as bruising, cuts, broken bones</li> <li>- verbal abuse and humiliation in front of others</li> <li>- fear of outside intervention</li> <li>- damage to home or property</li> <li>- isolation - not seeing friends and family</li> <li>- limited access to money.</li> </ul>
<p><b>Financial or material abuse</b> Theft of money or possessions, fraud, scamming, undue pressure, duress or threat</p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>- missing personal possessions</li> <li>- unexplained lack of money or inability to maintain lifestyle</li> <li>- unexplained withdrawal of funds from accounts</li> <li>- failure to provide receipts for shopping or other financial transactions carried out on behalf of the person</li> </ul>	<p><b>Other forms of abuse:</b></p> <p><b>Modern slavery:</b> Human trafficking, forced labour, servitude, sexual exploitation.</p> <p><b>Discriminatory abuse:</b> unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation (protected characteristics).</p> <p><b>Neglect:</b> both self-neglect and neglect of others.</p> <p><b>Organisational or institutional abuse:</b> denying visitors, failure to care for residents,</p>



- disparity between the person's living conditions and their financial resources	
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**Safeguarding Concern / Disclosure Form**

Details of person at risk	
Name:	
Age:	Gender identity:
Phone number:	
Email:	
Parent / Carer contact details (where relevant):	

Details of the incident / concern
Date and time of incident / concern:
Who was there:
Who raised the concern (if not you):
Contact details of person who raised the concern:
Details of the incident / concern: <b>What was said or done, and by whom?</b> (If possible use young person's/vulnerable adult's words as closely as possible.)
<i>Continue overleaf if needed</i>

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Action Taken
Details of any immediate action taken
Who you passed this information on to and when:

Your Details	
Your name:	
Your role/ job title:	
Your phone number:	
Your email:	
Signed:	Date:

## **APPENDIX 4: Detailed definitions**

### **Child Abuse Definitions**

There are four types of child abuse. They are defined in the UK Government guidance Working Together to Safeguard Children 2010 (1.33 - 1.36) as follows:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Bullying is not defined as a form of abuse in Working Together but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. For this reason it has been included in this factsheet.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may

occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Bullying**

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms but the three main types are physical (e.g. kicking, hitting, theft), verbal (e.g. racist or homophobic remarks, threats name calling) and emotional (e.g. isolating an individual from the activities and social acceptance peer group).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti - bullying strategies.

Definitions taken from the document [NSPCC Child Protection Fact Sheet - Definitions and signs of child abuse.](#)

## **APPENDIX 5: Key Legislation**

### **1 Children Act 1989**

The intention of the Children Act is to protect children and ensure that their welfare and development is paramount and promoted. The Act allows for provision of services to support children and their families and for the compulsory intervention of the state to protect children. The act also gives local authorities a responsibility for ensuring that this happens by working together with all the relevant agencies. It states that only the Police, Social Services and the NSPCC have the legal right and responsibility to investigate concerns about child abuse.

For any updated modifications from 2004 onwards go to [Govt Legislation - Children's Act](#)

#### Principles

- Paramount - the child's welfare is paramount - the most important consideration;
- Parental Responsibility - parents have a duty to care for their child and meet their needs;
- Partnership - professionals and families are to work together for the welfare of the children;
- Participation - children's wishes and feelings should be ascertained so that they can contribute appropriately;
- Prevention and Provision of Services - services may be necessary to safeguard and promote the welfare of a 'child in need';
- Protection - a child must be protected from serious harm. The Local Authority has a duty to investigate any report that a child is suffering or likely to suffer, 'Significant Harm'.

#### Section 17 - Child in Need

Under the Children Act (1989) a child is considered to be in need if:

- he/ she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority under this Part;
- his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- he/she is disabled.

#### Section 47 - Child at Risk of Significant/In need of protection

Places a statutory duty on the local authority.

Where a local authority has reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm, the authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare.

## Significant Harm

### In relation to children:

The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect are all categories of Significant Harm.

Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include, "for example, impairment suffered from seeing or hearing the ill treatment of another".

Suspicious or allegations that a child is suffering or likely to suffer Significant Harm should result in an Assessment incorporating a Section 47 Enquiry

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.

### In relation to adults:

A key concept in adult safeguarding work is 'Significant Harm'.

The impact of harm upon a person will be individual and depend upon each person's circumstances and the severity, degree and impact or effect of this upon that person.

## Working Together to Safeguard Children

This document sets out how all agencies and professionals in the statutory, voluntary and independent sectors should work together to promote children's welfare and protect them from abuse and neglect and requires those agencies to share information. This document was updated in March 2013 for modifications please go to [Working to Safeguard Young Children 2013](#)

## Framework for the Assessment of Children in Need and their Families

This document outlines a procedure for all those who work with children and families in determining whether a child is in need (under the Children Act 1989) and decides how best to provide help. A child in need does not necessarily require protection, but they and their family may need additional support. This could be due to:

Domestic violence, drug or other substance abuse, social exclusion, mental health problems

A child in need can be at risk of abuse, if the family does not receive help. (This document has now been archived)

## **2 The Children (Protection from Offenders) (Miscellaneous Amendments) Regulations 1997**

These regulations came into force in October 1997. They are mainly concerned with preventing the approval of people as foster carer or adoptive parents where either they or any other member of the household over the age of 18 is known to have been convicted or cautioned for relevant offences. These regulations also apply to child-minding, private fostering and residential care.

[The Children \(Protection from Offenders\) \(Misc Amends\)1997](#)

### **3 The United Nations Convention on the Rights of the Child**

The United Nations Convention sets out the rights of all children, including their right to be protected from harm.

[The United Nations Convention on the Rights of the Child - UNICEF](#)

### **4 Rehabilitation of Offenders Act 1974**

This act allows people not to declare convictions to employers. People who are involved in situations where they have sustained or prolonged access to children are exempt from the Rehabilitation of Offenders legislation. This means that prospective employees, self-employed workers and volunteers must declare all criminal convictions relating to children, however long ago: and that these will be taken into account when deciding on their suitability for working with children. NB: verification of Criminal Records will be obtained in all cases from the Criminal Records Bureau.

[Rehabilitation of Offenders Act 1974](#)

### **5 Health and Safety at Work Act 1974**

The Health and Safety at Work Act gives all organisations a legal responsibility to prevent injuries and ill health to employees and others, including members of the public. Much of this responsibility is delegated to managers who have control of work activities but the legislation also provides all employees with an obligation to take reasonable care of themselves and others.

[Health and Safety at Work Act 1974](#)

### **6 Youth Justice and Criminal Evidence Act 1999**

Working together to achieve best evidence in relation to vulnerable and intimidated witnesses, which includes children. NB: all young people under 17 are always classed as vulnerable witnesses in cases of violent and sexual offences.

[Youth Justice and Criminal Evidence Act 1999](#)

### **7 Safeguarding Vulnerable Groups Act 2006**

This piece of legislation was created following the UK Government accepting recommendation 19 of the inquiry headed by Sir Michael Bichard, which was set up in the wake of the Soham Murders.

The Safeguarding Vulnerable Groups Act establishes the legal basis for the Independent Safeguarding Authority who will manage the two lists of people barred from working with children and/or vulnerable adults replacing the current barred lists (List 99, the Protection of Children Act 1999 )PcCA), the scheme relating to the Protection of Vulnerable Adults (PoVA) and Disqualification Orders). The Safeguarding Vulnerable Groups Act also places a statutory duty on all those working with vulnerable groups to register and undergo an advanced vetting process with criminal sanctions for non-compliance.

[Safeguarding Vulnerable Groups Act 2006](#)



## **8 The Sexual Offences Act 2003**

Introduced the offences of:

- causing or inciting a child to engage in sexual activity
- engaging in sexual activity in the presence of a child
- causing a child to watch as sexual act
- meeting a child following sexual grooming
- arranging or facilitating a child sexual offence

### *Abuse of Position of Trust*

The Sexual Offences Act (2003) re-enacts and extends the abuse of position of trust to include;

An offence for any person aged 18 or over, who is in a 'position of trust', to have a sexual relationship with a young person under 18 if their role is one identified within the Act. These include staff working in;

- Institutions looking after children detained under a court order
- Accommodation provided by local authorities / voluntary organisations under statutory provision
- Hospitals, clinics, children's homes and residential family centres
- Education

institutions [Sexual Offences](#)

### [Act 2003](#)

## **9 Protection of Freedoms Act 2012**

- Formed DBS in 2012 from ISA and CRB
- Safer recruitment for public, private and voluntary sectors by identifying candidates unsuitable for working with children and vulnerable adults
- Covers England and Wales
- 'Regulated Activity' employers legally required to refer safeguarding concerns
- Illegal for a person barred by DBS to apply or work within the sector or for an employer to knowingly employ someone barred by the DBS.

### [Protection of Freedoms Act 2012](#)

## **10 Female Genital Mutilation Act 2003**

FGM has been a specific criminal offence in the UK since 1985 when the (UKwide)

Prohibition of Female Circumcision Act ("the 1985 Act") was passed. The Female Genital Mutilation Act 2003 ("the 2003 Act") replaced the 1985 Act in England, Wales and Northern Ireland. It modernised the offence of FGM and the offence of assisting a girl to carry out FGM on herself while also creating extra-territorial offences to deter people from taking girls abroad for mutilation. To reflect the serious harm caused, the 2003 Act increased the maximum penalty for any of the FGM offences from five to 14 years' imprisonment.

### [Female Genital Mutilation Act 2003](#)

## **11 Child Sexual Exploitation**

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England.

## **12 Counter-Terrorism and Security Act 2015**

The Counter-Terrorism and Security Act 2015 introduced a new duty on regulated higher education bodies to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty. The aim of the Prevent strategy is to reduce the threat to the UK from all forms of terrorism by stopping people becoming terrorists or supporting terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Radicalisation is usually a process not an event. During this process, there will inevitably be opportunities to intervene in order to reduce the risk of the individual being attracted to extremist ideology and causes and safeguard him/her from the risk of radicalisation. It is important to be able to recognise the factors that might contribute towards the radicalisation of an individual. Indeed, some of the factors that lead an individual to becoming radicalised are no different to those that might lead individuals towards involvement with or being vulnerable to other activity such as gangs, drugs and sexual exploitation for example.

Those involved in extremist activity come from a range of backgrounds and experiences.

There is no single profile of what an extremist looks like or what might drive a young person towards becoming radicalised. It can affect impressionable young boys and men and also impressionable young girls and women.

[Counter-Terrorism and Security Act 2015](#)

### **13 Children and Young Persons Act 2008**

An Act to make provision about the delivery of local authority social work services for children and young persons; to amend Parts 2 and 3 of the Children Act 1989; to make further provision about the functions of local authorities and others in relation to children and young persons; to make provision about the enforcement of care standards in relation to certain establishments or agencies connected with children; to make provision about the independent review of determinations relating to adoption; and for connected purposes.

[Children and Young Persons Act 2008](#)

### **14 Mental Capacity Act 2005**

An assessment to establish whether a person lacks capacity should take place whenever there is a concern that an individual might lack the mental capacity to make a proposed decision (including safeguarding).

Processes for people who lack capacity should be different in significant respects from processes undertaken with people who have capacity (e.g. in relation to sharing information and consent).

The principles of the Mental Capacity Act make it clear that a person is not to be treated as unable to make a decision unless all practical steps have been taken to help them do so, and that no one should be deemed to lack capacity on the grounds that their decisions appear to be unwise.

[Mental Capacity Act 2005](#)