

# 1.Children Safeguarding Policy

## **Purpose of this policy**

Reading Family Aid and its partners believe that children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and keep them safe. We are committed to practice in a way that protects them.

The purpose of this policy is:

- To give clear guidance so that we can protect children and young people who take part in events and activities offered by Reading Family Aid and their partners. This includes children of adults who access these services.
- To provide volunteers and anyone working on our behalf with the overarching principles that guide our approach to protecting children from harm.

## **Who this policy applies to?**

Safeguarding is everyone's business. This policy applies to all volunteers and anyone working on behalf of the charity, including any contractors or partner organisations

**A 'child' means:** pre-birth to 18 years old, or up to 25 years old for a child or young person with special needs or disability.

## **Legal Framework**

Reading Family Aid owes a legal obligation to keeping children safe from harm. This policy has been drawn up based on law and guidance that seeks to protect children, namely:

Children Act 1989  
United Convention of the Rights of the Child 1991  
Data protection Act 2018  
Human Rights Act 1998  
Sexual Offences Act 2003  
Childrens Act 2004  
Safeguarding Vulnerable Groups Act 2006  
Protection of Freedoms Act 2012  
Children and Families Act 2014  
Special educational needs and disabilities (SEND) code of practice 0 – 25 years – Statuary guidance of organisations which work with and support children and young people who have special educational needs or disabilities;

HM Government 2014.

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2015

Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2018.

We recognise that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989
- All children and young people, regardless of age, disability, race, gender, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, level of dependency, community needs or other issues.
- Working in partnership with children, young people, carers, parents and other agencies is essential in promoting the welfare of young people.

### **What is child abuse and neglect, and how to recognise it?**

Child abuse and neglect is a violation of a child or young person's human and civil rights. It can be one single act or multiple acts. Anyone can be an abuser, even other volunteers. Someone abusing a child or young person is often known to the child or young person, such as a person in a position of trust, more rarely it may be a complete stranger.

Children can experience more than one type of abuse, which can have serious and long-lasting impacts on their lives. By understanding what child abuse and neglect is and how to recognise it, you can help prevent it happening and report it if you see or hear about it.

See below for the most common types of child abuse and neglect and how to recognise them. If you are unsure, you should speak with the Safeguarding Trustee.

### **How you might become aware of an issue:**

- a. A child or young person may tell you directly.
- b. A child or young person may tell you indirectly by making ambiguous statements suggesting something is wrong, or they may draw pictures or write letters.
- c. You might notice something about the child or young person's behaviour or see an injury (see below)
- d. You might hear about something from someone else, such as another volunteer, family member or member of the public.
- e. You might have concerns about the behaviour, words, actions of another person, such as a volunteer, family member or member of the public and how they are behaving towards the child or young person.

If you are concerned, **let the safeguarding Trustee know.**

## What to do if a child tells you about abuse or neglect:

In a situation where a child discloses abuse, follow these steps:

- **Listen carefully to the child.** Give your full attention to the child or young person and keep your body language open and encouraging. Avoid commenting on the matter or showing reactions like shock or disbelief which could cause the child to retract or stop talking.
- **Let them know they've done the right thing.** Reassurance can make a big impact on a child who may have been keeping the abuse secret.
- **Tell them it's not their fault.** Abuse is never the child's fault and they need to know this.
- **Say you will take them seriously.** A child could keep abuse secret in fear they won't be taken seriously. They've spoken out because they want help and trust that someone will listen to and support them.
- **Don't talk to the alleged abuser.** Confronting the alleged abuser about what the child's told you could make the situation a lot worse for the child.
- **Explain what you'll do next.** If age appropriate, explain to the child that this will need to be reported to someone who will be able to help.
- **Don't delay reporting the abuse.** The sooner the abuse is reported after the child discloses the better. Report as soon as possible to the DSO so details are fresh in the mind and action can be taken quickly.
- **Don't promise you'll keep it a secret.** Explain that you need to share what they've told you with someone who will be able to help.
- **If a child or young person needs confidential help** and advice direct them to Childline. Calls to 0800 1111 are free and children can also [contact Childline](#).

It's important to keep accurate and detailed notes on any concerns you have about a child. You will need to share these with the Safeguarding Trustee. Use the reporting form below.

## How to report a Safeguarding Concern

**Anyone concerned about a child or young person must:**

- If a child is in **immediate danger**, **contact the police immediately on 999.**
- Then contact your safeguarding trustee.

**The Safeguarding Trustee is Vivienne Simpson. You can contact her at [Vivienesimpson@readingfamilyaid.org](mailto:Vivienesimpson@readingfamilyaid.org)**

- If a child is **not** in immediate danger:
  - Complete the reporting form and tell the Safeguarding Trustee on the same day.

Always report your concerns, however small you may think they are. You do not need to investigate but you have a responsibility to pass on your concerns to the Safeguarding Trustee.

### **The Safeguarding Trustee will:**

- Receive your form and may ask to clarify anything that is unclear. This is done in part 2 of the reporting form.
- Assess again if there is an immediate risk of harm to the child, if so the Safeguarding Trustee will contact the police on 999, and ensure the child is safe if they are at a Reading Family Aid activity.
- If the allegation relates to a volunteer, or anyone working on behalf of Reading Family Aid then follow section 8.
- Contact Children's Single Point of Access (CSPOA) on advice on whether a referral should be made (see section 9)
- Report to Reading Family Aid's Board of Trustees and discuss next steps.
- If further support is needed contact NSPCC on 0808 800 500
- Ensure the reporting forms are kept secure on a password protected computer.

### **Allegations against volunteers or anyone volunteering on behalf of Reading Family Aid.**

If the allegations or concerns relate to a person who is a volunteer or in any way working on behalf of Reading Family Aid which can include partner organisations, then this process must also be followed by Safeguarding Trustee:

- a. Report to the Local Authority Designated Officer (LADO) on the same day and take advice.
- b. Consider suspending the individual from volunteering immediately whilst the investigation takes place. Inform the individual but be careful not to disclose anything that might jeopardise the investigation or place anyone at risk. If you are unsure, seek advice from the police or LADO. A Reading Family Aid Trustee must be involved in any investigation.
- c. If the allegations are against someone who is from a partner organisation, such as a group who is co-delivering the activity, contact the partner organisation to report it to them and ensure they conduct an internal investigation too.
- d. If the allegations are confirmed, this amounts to gross misconduct and will amount to termination of volunteering.
- e. If the person has a DBS certificate and the allegations are confirmed, let the DBS service know – this is called the 'duty to refer'.

### **Key external contact numbers and resources**

#### **Children's Single Point of Access (CSPOA)**

**0118 9373641** (Mon-Fri 9am – 5pm)

This includes all Child Protection, Early Help and Disabled Children's Services.

**Secure webform:** [www.reading.gov.uk/childrensreferralform](http://www.reading.gov.uk/childrensreferralform)

**Secure E-mail:** [cspoa@brighterfuturesforchildren.org](mailto:cspoa@brighterfuturesforchildren.org)

If the child lives in a different local authority area, then contact the relevant team:

Wokingham Borough Council - Referral & Assessment Team - 0118 9088002

West Berkshire Council - Contact Advice and Assessment Service (CAAS) -  
**01635 503190**

**Bracknell Forest - MASH - 01344 352005**

Slough Borough Council - MASH - 01753 875362

Royal Borough of Windsor and Maidenhead - MASH - 01628 683150

**Out of Hours: Berkshire Children's Social Care Emergency Duty Team 01344 786 543** This is for emergency child protection referrals between 5pm and 9am, 365 days of the year.

**Allegations about volunteer, staff, partner organisation's volunteers or contractors contact: LADO (Local Authority Designated Officer).**

Provides advice and management of allegations against members of staff and volunteers between 9am and 5pm during weekdays (except public holidays). Contact the LADO for the local authority area in which the child lives:

Reading LADO [lado@brighterfuturesforchildren.org](mailto:lado@brighterfuturesforchildren.org) 0118 937 3555

Wokingham LADO - 0118 9088002

West Berkshire LADO – 01635 503090

Bracknell LADO (Contacted via MASH team) - 01344 352005

**Other sources of Support & Advice:**

NSPCC - 0808 800 5000

ChildLine - 0800 1111

Duty to Refer under the DBS service - 03000 200 190

Reading Voluntary Action, Advice Service 0118 9372273 – for support for trustees

**Guidelines for interaction with children on outings**

The following guidelines apply to all volunteers whether acting in an unpaid capacity, a partner organisation or any other capacity on behalf of Reading Family Aid.

- Always avoid unnecessary physical contact.
- Do not take a child alone in a car, however short the journey.
- Do not take a child to the toilet.
- Always try to ensure that there is more than one adult present when you are with children or young people. If you find you are in a situation where you are alone with a child make sure that others can clearly observe you.
- Maintain appropriate relationships with a child or young person. Make sure any contact is appropriate and in relation to the work of the project only.
- Do not divulge personal contact details such as email address or telephone number. Encourage them instead to use official Reading Family Aid information

and contact details.

- Do not befriend children or young people on social media. Refer them instead to Reading Family Aid's social media pages.
- Do not make gifts of money or items to children or young people. If a child needs something, let the Trustees know.
- Do not make suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted.
- Do not make inappropriate promises to children or young people, particularly in relation to confidentiality.
- If a child or vulnerable adult makes any kind of accusation regarding a volunteer, you should report this immediately to the Safeguarding Trustee.
- Remember that those who abuse children and vulnerable adults can be of any age (including other children and vulnerable adults), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which would exclude bullying, aggressive behaviour, racism, sectarianism or sexism.

## **Training**

Trustees and committee members are required to undertake universal safeguarding training every two years.

# Safeguarding reporting form

**Use** this form if you are a volunteer or working on behalf of reading Family Aid and you have concerns about a child or young person who is attending one of their activities, whether directly or through someone who is running the session for us.

**Should you tell parents/carers:** Concerns should usually be shared with the parent/carer unless doing so would place a child or other children at increased risk of harm. If you are unsure, check with safeguarding Trustee, and if they are unsure, they should check with CSPOA.

**Please write legibly** and do not use short-hand or acronyms. Use exact words, even if they are offensive. If you need to explain anything which is not clear, put it in brackets and state that it is your opinion).

**Once completed** – pass this to the Safeguarding Trustee of Reading Family Aid.  
 Viviennesimpson@readingfamilyaid.org

<b>Date of alleged incident:</b>		<b>Date and time of disclosure:</b>	
<b>Name of child(ren)</b>		<b>Activity attended</b>	
<b>Nature of your concern</b>  Include: What you saw What you heard What the child said What anyone else said and their name.  If you include your opinions, put this in brackets and say it is your opinion.			
	Body map used?	YES / NO (please circle)	
<b>Any other relevant information</b>  Examples: Previous concerns Other professionals involved? SEN details			
<b>Current status with social care</b>  Please circle and add name if known	None that you are aware of	Known to social care	Allocated Social Worker
			Child Protection Plan

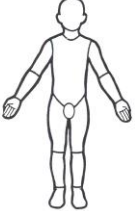
<b>Your name (person who is making this record)</b>		<b>Your role</b>	
<b>Signed:</b>		<b>Date</b>	


**This next section should be completed by the Safeguarding Trustee**

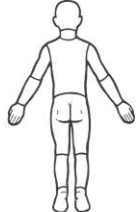
<p><b>Action taken</b></p> <p>Include:</p> <p>Who did you speak with?</p> <p>Were the allegations about staff/volunteers and did you contact LADO?</p> <p>Have you shared concerns with parents/ carers?</p> <p>Did you seek any advice from other agencies, police/ social care?(Include reasons)</p>			
<p><b>Final outcome</b></p>			
<p><b>Name of Trustee</b></p>		<p><b>Your role</b></p>	
<p><b>Signed:</b></p>		<p><b>Date</b></p>	


**Body Map**


Name: \_\_\_\_\_













# Types of Child abuse and neglect

## Types of child abuse and neglect and how to recognise it

### The most common types of child abuse and neglect are:

(Source: NSPCC website <https://learning.nspcc.org.uk/child-abuse-and-neglect/>)

**Physical abuse** is defined as deliberately hurting a child and causing physical harm (Department of Health, 2017). Signs of physical abuse: It can involve bruises, broken bones, burns or cuts. Common places for non-accidental injury are: eyes, ears, cheeks, mouth, shoulders, chest, upper and inner arms, stomach/abdomen, genitals, front and back of thighs, buttocks, hands, feet.

**Emotional abuse** is emotional maltreatment of a child, which has a severe and persistent negative effect on the child's emotional development (Department for Education, 2017). Most forms of abuse include emotional abuse, but it can also occur on its own. Some examples may include: ignoring the child / verbal humiliation / name-calling / criticism / physical abandonment / excluding the child from activities / restricting social interaction / bullying. Signs of emotional abuse: lack of confidence or self assurance, struggling to control their emotions, having difficulty making or maintaining relationships, acting in a way that is inappropriate for their age.

**Neglect** is defined as "the ongoing failure to meet a child's basic physical and psychological needs" (Department for Education, 2018). It can include:

- physical neglect: not meeting a child's basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety
- educational neglect: not making sure a child receives an education
- emotional neglect: not meeting a child's needs for nurture and stimulation, for example by ignoring, humiliating, intimidating or isolating them
- medical neglect: not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations.

Signs of neglect could include that the child is withdrawn or clingy, dirty or inappropriate clothing, left alone for long times, tired, missing a lot of school, untreated injuries. As a result of neglect they could be more vulnerable to other forms of abuse such as grooming.

**Domestic abuse** is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse. All families have ups and downs but *exposure to domestic abuse or violence in childhood is child abuse.*

Signs of domestic abuse: displaying challenging behaviour, anxiety, depression, not doing well in school, constant worry about safety of other family members.

**Child sexual abuse (CSA)** is when a child is forced or persuaded to take part in sexual activities (Department for Education, 2018). It includes:-

- contact abuse: sexual touching of any part of a child's body / forcing or encouraging a child to engage in sexual activity.

- and non-contact abuse: flashing a child/ encouraging them to watch, hear or view sexual images / sexual grooming.

Signs of CSA: bruising, bleeding, STI's, reporting or displaying pain and soreness in the genital area, being afraid of or avoiding a particular person, withdrawn, alluding to 'secrets', self-harming, running away, developing eating problems, displaying inappropriate sexualised behaviour, drug or alcohol misuse.

**Child sexual exploitation (CSE)** is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (Department for Education, 2017). Sexual exploitation is a hidden crime. Young people have often been groomed into trusting their abuser and may not understand that they're being abused.

Signs of CSE: sexualised behaviour inappropriate for their age, isolated from their peers, increasingly secretive, having money or new things they can't explain, spending time with older individuals or groups, missing school, persistently out late, under the influence of drugs or alcohol, going missing, being involved in petty crime such as shoplifting. They may be more at risk if they are experiencing neglect, a young carer, recently bereaved, low self-esteem.

**Child trafficking** is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation (HM Government, 2011). Child trafficking is a form of modern slavery (HM Government, 2014). Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Signs of child trafficking: they are isolated, lonely, depressed, have PTSD, panic attacks, missing their family, poor health, exhausted, not registered with a GP or a school, not have access to their parents or guardians, being seen in inappropriate places such as brothels or factories. If you are concerned about a child, **Contact the Child Trafficking Advice Centre (CTAC)** on [0808 800 5000](tel:08088005000) or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Female genital mutilation (FGM)** is the partial or total removal of the external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. FGM is child abuse and is illegal in the UK. Sometimes religious, social and cultural reasons are given to justify FGM, however it's a dangerous practice and can cause long-lasting health problems that continue throughout a child's life.

Signs of FGM: using the word 'cutter' or saying they will be having a 'special ceremony to become a woman/ prepare for marriage', schooling suffering, difficulty walking/standing, spending a long time in the bathroom, withdrawn/depressed/anxious, particularly reluctant to have medical appointments, asking for help but being explicit as appear embarrassed/fearful.

If you think a child may be at risk of FGM or that FGM has already occurred **Contact the FGM helpline** on [0800 028 3550](tel:08000283550) or by emailing [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk) **and the police on 999.**

## **MANDATORY REPORTING**

**FGM is a criminal offence in England and the DSO must report it to the police**

**as soon as possible if FGM has taken place or is suspected to have taken place.**

## 2. Adult Safeguarding Policy

### Introduction

Reading Family Aid is committed to creating and maintaining a safe and positive environment and accepts our responsibility to safeguard the welfare of all adults involved in the organisation in accordance with the Care Act 2014.

Reading Family Aid's safeguarding adults policy and procedures apply to all individuals involved in the organisation.

Reading Family Aid will encourage and support partner organisations to adopt and demonstrate their commitment to the principles and practice of equality as set out in this safeguarding adults policy and procedures.

### Principles

The guidance given in the policy and procedures is based on the following principles:

- All adults, regardless of age, ability or disability, gender, race, religion or belief, ethnic origin, sexual orientation, marital or civil partnership status, gender status have the right to be protected from abuse and poor practice and to participate in an enjoyable and safe environment.
- Reading Family Aid will seek to ensure that its activities are inclusive and make reasonable adjustments for any ability, disability or impairment. We will also commit to continuous development, monitoring and review.
- The rights, dignity and worth of all adults will always be respected.
- We recognize that ability and disability can change over time, such that some adults may be additionally vulnerable to abuse, in particular those adults with care and support needs
- We all have a shared responsibility to ensure the safety and well-being of all adults and will act appropriately and report concerns whether these concerns arise within Reading Family Aid, for example inappropriate behaviour of a volunteer or in the wider community.
- All allegations will be taken seriously and responded to quickly in line with this Safeguarding Adults Policy and Procedures.
- Reading Family Aid recognises the role and responsibilities of the statutory agencies in safeguarding adults and is committed to complying with the procedures of the Local Safeguarding Adults Boards.

### The six principles of adult safeguarding

The Care Act 2014 sets out the following principles that should underpin safeguarding of adults:

- **Empowerment** - People being supported and encouraged to make their own decisions and informed consent.  
"I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."

- **Prevention** – It is better to take action before harm occurs.  
“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help.”
- **Proportionality** – The least intrusive response appropriate to the risk presented.  
“I am sure that the professionals will work in my interest, as I see them and they will only get involved as much as needed.”
- **Protection** – Support and representation for those in greatest need.  
“I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want.”
- **Partnership** – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse  
“I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.”
- **Accountability** – Accountability and transparency in delivering safeguarding.  
“I understand the role of everyone involved in my life and so do they.”

### **Making Safeguarding personal**

‘Making safeguarding personal’ means that adult safeguarding should be person led and outcome focussed. It engages the person in a conversation about how best to respond to their safeguarding situation in a way that enhances involvement, choice and control. As well as improving quality of life, well-being and safety.

Wherever possible discuss safeguarding concerns with the adult to get their view of what they would like to happen and keep them involved in the safeguarding process, seeking their consent to share information outside of the organisation where necessary.

### **Wellbeing Principle**

The concept of wellbeing is threaded throughout the Care Act and it is one that is relevant to adult safeguarding in sport and activity. Wellbeing is different for each of us however the Act sets out broad categories that contribute to our sense of wellbeing. By keeping these themes in mind, we can all ensure that adult participants can take part in our services and activities fully.

- Personal dignity (including treatment of the individual with respect)
- Physical and mental health and emotional wellbeing
- Protection from abuse and neglect
- Control by the individual over their day-to-day life (including over care and support provided and the way they are provided)
- Participation in work, education, training or recreation
- Social and economic wellbeing
- Domestic, family and personal domains
- Suitability of the individual’s living accommodation
- The individual’s contribution to society.

## Legislation

The practices and procedures within this policy are based on the principles contained within the UK legislation and Government Guidance and have been developed to complement the Safeguarding Adults Boards policy and procedures. They take the following into consideration:

- The Care Act 2014
- The Protection of Freedoms Act 2012
- Domestic Violence, Crime and Victims (Amendment) Act 2012
- The Equality Act 2010
- The Safeguarding Vulnerable Groups Act 2006
- Mental Capacity Act 2005
- Sexual Offences Act 2003
- The Human Rights Act 1998
- The Data Protection Act 1998

## Definitions

To assist working through and understanding this policy a number of key definitions need to be explained:

**Adult** is anyone aged 18 or over.

**Adult at Risk** is a person aged 18 or over who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs);  
**and;**
- Is experiencing, **or** is at risk of, abuse or neglect;  
**and;**
- As a result of those care and support needs is unable to protect themselves from either the risk of, **or** the experience of, abuse or neglect.

**Adult in need of care and support** is determined by a range of factors including personal characteristics, factors associated with their situation, or environment and social factors.

Naturally, a person's disability or frailty does not mean that they will inevitably experience harm or abuse.

In the context of safeguarding adults, the likelihood of an adult in need of care and support experiencing harm or abuse should be determined by considering a range of social, environmental and clinical factors, not merely because they may be defined by one or more of the above descriptors.

In recent years there has been a marked shift away from using the term 'vulnerable' to describe adults potentially at risk from harm or abuse.

**Abuse** is a violation of an individual's human and civil rights by another person or persons.

See below for further explanations.

**Adult safeguarding** is protecting a person's right to live in safety, free from abuse and neglect.

**Capacity** refers to the ability to make a decision at a particular time, for example when under considerable stress. The starting assumption must always be that a person has the capacity to make a decision unless it can be established that they lack capacity (MCA 2005).

### **What to do if you have a concern, or if someone raises concerns with you.**

It is not your responsibility to decide whether an adult has been abused. It is, however, everyone's responsibility to respond to and report concerns.

If you are concerned someone is in immediate danger, contact the police on 999 straight away. Where you suspect that a crime is being committed, you must involve the police.

If you have concerns and or you are told about possible or alleged abuse, poor practice or wider welfare issues you must report this to the Reading Family Aid Trustee responsible for safeguarding.

When raising your concern with the Safeguarding Trustee, remember Making Safeguarding Personal. It is good practice to seek the adult's views on what they would like to happen next and to inform the adult you will be passing on your concern.

It is important when considering your concern that you keep the person informed about any decisions and action taken, and always consider their needs and wishes.

### **Allegations against volunteers or anyone volunteering on behalf of Reading Family Aid**

If the allegations or concerns relate to a person who is a volunteer or in any way working on behalf of reading Family Aid which can include partner organisations, then this process must also be followed by Safeguarding Trustee:

- Report to the Local Authority Designated Officer (LADO) on the same day and take advice.
- Consider suspending the individual from volunteering immediately whilst the investigation takes place. Inform the individual but be careful not to disclose anything that might jeopardise the investigation or place anyone at risk. If you are unsure, seek advice from the police or LADO. A Reading Family Aid Trustee must be involved in any investigation.
- If the allegations are against someone who is from a partner organisation, such as a group who is co-delivering the activity, contact the partner organisation to report it to them and ensure they conduct an internal

investigation too.

- If the allegations are confirmed, this amounts to gross misconduct and will amount to termination of volunteering.
- If the person has a DBS certificate and the allegations are confirmed, let the DBS service know – this is called the ‘duty to refer’.

### **Make a note of your concerns.**

Make a note of what the person has said using his or her own words as soon as practicable. Complete an Incident Form and submit to the Safeguarding Trustee.

Remember to make safeguarding personal. Discuss your safeguarding concerns with the adult, obtain their view of what they would like to happen, but inform them it’s your duty to pass on your concerns to your lead safeguarding officer.

Describe the circumstances in which the disclosure came about.

Take care to distinguish between fact, observation, allegation and opinion. It is important that the information you have is accurate.

Be mindful of the need to be confidential at all times. This information must only be shared with your Safeguarding Trustee and others on a need-to-know basis. If the matter is urgent and relates to the immediate safety of an adult at risk then contact the emergency services immediately.

### **Reading Family Aid is committed to having the following in place:**

A safeguarding Trustee to produce and disseminate guidance to support the policy and procedures.

**The Safeguarding Trustee is Vivienne Simpson. Her phone number is 07894446911. Her e-mail is [VivienneSimpson@ReadingFamilyAid.org](mailto:VivienneSimpson@ReadingFamilyAid.org)**

Procedures for dealing with allegations of abuse or poor practice against volunteers. The Safeguarding Trustee will deal with issues and manage concerns.

Arrangements to work effectively with other organisations to safeguard and promote the welfare of adults, including arrangements for sharing information. Appropriate whistle blowing procedures and an open and inclusive culture that enables safeguarding and equality and diversity issues to be addressed.

Clear codes of conduct are in place for volunteers.

### **Good practice, poor practice and abuse**

It can be difficult to distinguish poor practice from abuse, whether intentional or accidental.

It is not the responsibility of any individual involved in Reading Family Aid to make judgements regarding whether or not abuse is taking place. However, all volunteers



and trustees have the responsibility to recognise and identify poor practice and potential abuse, and act on this if they have concerns.

### **Good practice**

Reading Family Aid expects that volunteers adopt and endorse its Code of Conduct.

Everyone should:

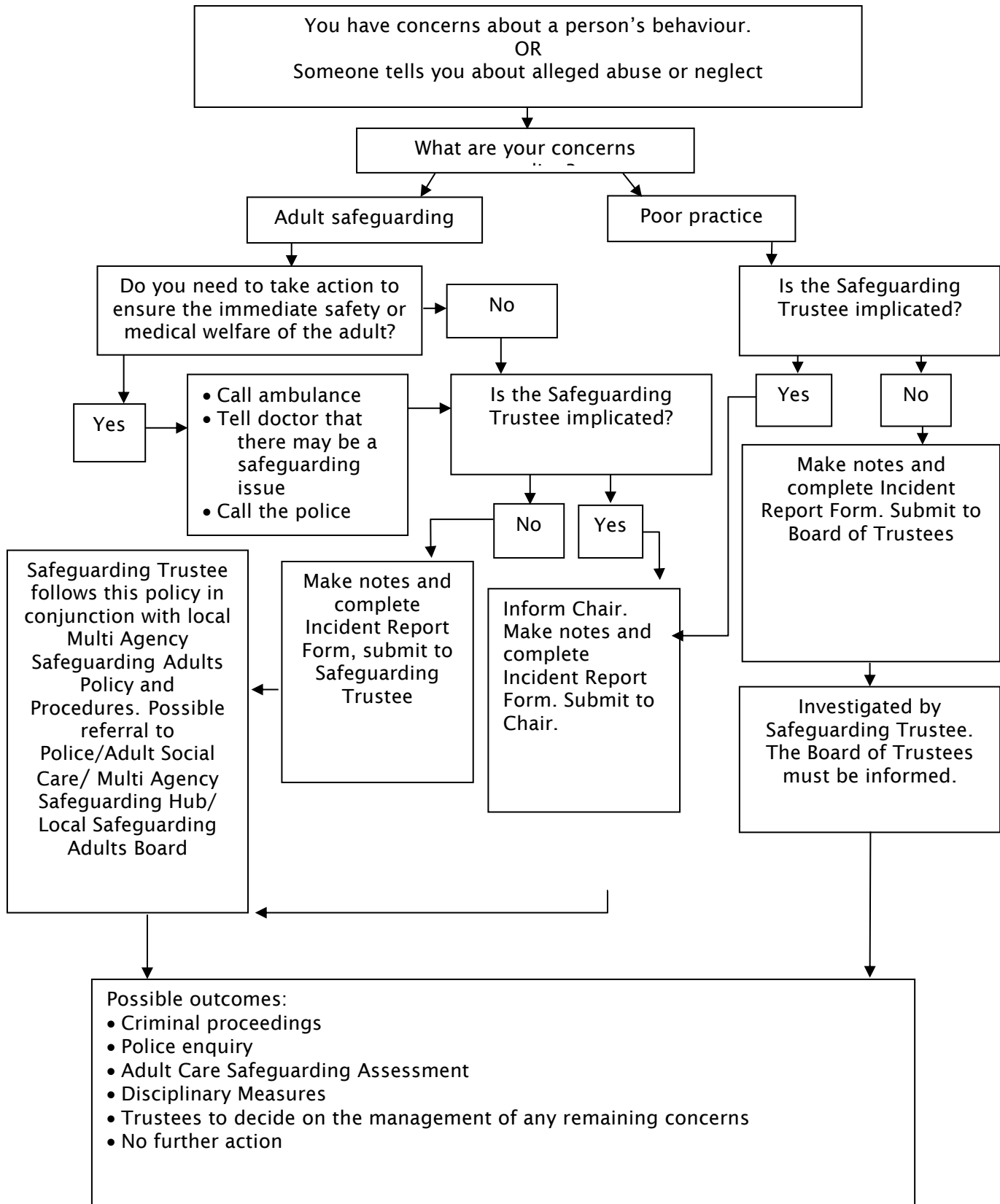
- Aim to make the experience of Reading Family Aid fun and enjoyable.
- Promote fairness
- Not tolerate the use of prohibited or illegal substances.
- Treat all adults equally and preserve their dignity.

### **Relevant Policies**

This policy should be read in conjunction with the complaints and whistleblowing procedure.

### **Training**

All Trustees and committee volunteers must complete level one Adult safeguarding training every two years.



**Remember to involve the adult at risk throughout the process wherever possible and gain consent for any referrals to social care if the person has capacity**

# Types of adult abuse and neglect

## Types of adult abuse and neglect and how to recognise it

There are different types and patterns of abuse and neglect, and different circumstances in which they may take place. The Care Act 2014 identifies the following as an illustrative guide and is not intended to be exhaustive list as to the sort of behaviour which could give rise to a safeguarding concern:

**Self-neglect** – this covers a wide range of behaviour: neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

**Modern Slavery** – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

**Domestic Abuse and coercive control** – including psychological, physical, sexual, financial and emotional abuse. It also includes so called 'honour' based violence. It can occur between any family members.

**Discriminatory Abuse** – discrimination is abuse which centres on a difference or perceived difference particularly with respect to race, gender or disability or any of the protected characteristics of the Equality Act.

**Organisational Abuse** – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one-off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

**Physical Abuse** – including hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions.

**Sexual Abuse** – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault, or sexual acts to which the adult has not consented or was pressured into consenting.

**Financial or Material Abuse** – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection to wills, property, inheritance or financial transactions, or the misuse or

misappropriation of property, possessions or benefits.

**Neglect** – including ignoring medical or physical care needs, failure to provide access to appropriate health social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

**Emotional or Psychological Abuse** – this includes threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

**Not included in the Care Act 2014 but also relevant:**

**Cyber Bullying** – cyber bullying occurs when someone repeatedly makes fun of another person online, or repeatedly picks on another person through emails or text messages, or uses online forums with the intention of harming, damaging, humiliating or isolating another person. It can be used to carry out many different types of bullying (such as racist bullying, homophobic bullying, or bullying related to special educational needs and disabilities) but instead of the perpetrator carrying out the bullying face-to-face, they use technology as a means to do it.

**Forced Marriage** – forced marriage is a term used to describe a marriage in which one or both of the parties are married without their consent or against their will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of a third party in identifying a spouse. The Anti-social Behaviour, Crime and Policing Act 2014 make it a criminal offence to force someone to marry. The forced marriage of adults with learning disabilities occurs when the adult does not have the capacity to consent to the marriage.

**Mate Crime** – a ‘mate crime’ as defined by the Safety Net Project as ‘when vulnerable people are befriended by members of the community who go on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual.’ Mate Crime is carried out by someone the adult knows and often happens in private. In recent years there have been a number of Serious Case Reviews relating to people with a learning disability who were murdered or seriously harmed by people who purported to be their friend.

**Radicalisation** – the aim of radicalisation is to attract people to their reasoning, inspire new recruits and embed their extreme views and persuade vulnerable individuals of the legitimacy of their cause. This may be direct through a relationship, or through social media.

#### 4. Signs and indicators of abuse and neglect

8.1 Abuse can take place in any context and by all manner of perpetrator. Abuse may be inflicted by volunteers within RFA. There are many signs and indicators that may **suggest** someone is being abused or neglected. These include but are not limited to:

- Unexplained bruises or injuries – or lack of medical attention when an injury is present.
- Person has belongings or money going missing.
- Person is not attending / no longer enjoying their sessions. You may notice that a regular service user has been missing from sessions.
- Someone losing or gaining weight / an unkempt appearance / poor personal hygiene
- A change in the behaviour or confidence of a person. For example, a service user may be looking quiet and withdrawn when their friend/family comes to collect them from sessions, in contrast to someone else to whom they greet with a smile.
- They may self-harm.
- They may have a fear of a particular group or individual.
- They may tell you / another person they are being abused – i.e. a disclosure.
- Someone may be harassing them due to one of their protected characteristics, e.g. age, sex, sexual orientation, disability, race, religion etc.
- Not meeting the needs of the service user, for example not having suitable equipment, resources etc at services.
- A volunteer or staff intentionally striking a service user.
- Staff, volunteers or others sending unwanted sexually explicit text messages to an adult with learning disabilities attending the services.
- This could be a service user threatening service user with physical harm

