

Safeguarding Students, Children and Vulnerable Adults Policy

1. Introduction

The University of Reading makes a positive contribution to a strong and safe community, abiding by our duty to assist in the right of every individual to stay safe.

The University has a diverse and multi-cultural community which includes students under the age of 18 when they commence their studies. Contact with children and/or vulnerable adults can occur through a wide range of activities such as outreach work, residential stays, Open days and counselling. The University also teaches programs which involve students working with children and vulnerable adults plus departments that have very specific roles with children such as the museums and some research groups.

This policy is intended to be an overarching framework which seeks to ensure that the University undertakes its duty and responsibilities in relation to the protection of students, children and vulnerable adults and the safeguarding of its members, and that it responds to concerns appropriately. Individual departments such as Counselling Service and research groups will have their own working policies. This policy will also support and give guidance to staff in their practices and clarify the University's expectations. It is the University's fundamental principle that Safeguarding is everyone's responsibility.

Our definitions of harm and abuse are wide ranging and include Female Genital Mutilation and Forced Marriage (see appendix 1). We understand that radicalisation may also lead to significant harm and abuse and in line with our Prevent duty believe that there is an important role for us in helping prevent people being drawn into extremism.

2. Legislation

The principal pieces of legislation governing this policy are:

- Working together to safeguard Children 2015
- The Children Act 1989
- The Adoption and Children Act 2002:
- The Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Care Standards Act 2000
- Public Interest Disclosure Act 1998
- The Police Act – CRB 1997
- Mental Health Act 1983
- NHS and Community Care Act 1990
- Rehabilitation of Offenders Act 1974
- Counter-Terrorism and Security Act 2015

3. Definitions

Safeguarding

Safeguarding is about embedding practices throughout the organisation to ensure the protection of students, children and/or vulnerable adults wherever possible. In contrast, child and adult protection is about responding to circumstances that arise.

Abuse

Abuse is a selfish act of oppression and injustice, exploitation and manipulation of power. This can be caused by those inflicting harm or those who fail to act to prevent harm. Abuse is not restricted to any particular group in society

Appendix 1 outlines some of the extensive forms of abuse including those under the Prevent agenda.

Child

A child is a person under the age of 18 (as defined in the United Nations convention on the Rights of a Child).

Vulnerable Adult

A vulnerable adult is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or from being exploited. The Safeguarding Vulnerable Adults Act 2006 (s59) defines “vulnerable adult” as a person who is

- Receiving social care service
- Receiving health service care
- Living in sheltered accommodation
- Detained in custody or under a probation order
- Requiring assistance in the conduct of his/her affairs
- Receiving a service or participating in an activity targeted at older people, people with disabilities (learning or physical) or with physical or mental health conditions.

This definition can include participants whose particular circumstances make them vulnerable for example because they are leaving (or recently left) care, they have inadequate housing or they are being supported to overcome a dependency on drugs or alcohol.

For the purposes of this policy, a person may be vulnerable in some circumstances but not in others. For example, students may be rendered vulnerable because of the imbalance of power in their relationships (for example, with staff) or because they are at risk of being drawn into radicalisation or extremism. The University does not restrict the upper age limit defining vulnerable adult although it recognises that certain statutory bodies do.

Radicalisation

Radicalisation is the process by which an individual, or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions.

Policy Scope

This policy applies to all employees, students, officers, consultants, contractors, volunteers, interns, casual workers and agency workers who are engaged in the work of the University and as such all can raise concerns under it.

4. Responsibilities

Everyone to whom this policy applies has a responsibility to follow the guidance laid out in this policy and related policies and to pass on any safeguarding concerns promptly using the required procedures.

The Prevent agenda is embedded within the Safeguarding structure, the University recognises that welfare and Prevent can go hand in hand therefore concerns can be raised through the welfare concern route detailed in this policy. Additionally, Prevent related concerns can be raised by emailing prevent@reading.ac.uk which is co-owned and monitored by a member of the DSO / welfare team.

The University expects everyone to whom this policy applies to promote good practice by being an excellent role model, contributing to discussions about safeguarding, being mindful of circumstances that may lead to themselves or others being made vulnerable and positively involving people in developing safe practices.

Additional specific responsibilities

The University Executive Board is responsible for ensuring that:

- there is commitment across the University to safeguarding;
- appropriate resources are committed to safeguarding e.g. staff time and training
- lines of responsibility in respect of safeguarding are clear;
- all efforts are made to highlight safeguarding measures to staff and students.

The Senior Designated Safeguarding Officer is the University Secretary, who has overall responsibility for the effective operation of this policy. Day-to-day operational responsibility for this policy, including the matters below, has been delegated to the Director of Student Services, who will:

- monitor and review the policy;
- create and maintain a network of Designated Safeguarding Officers;
- promote the welfare of students, children and vulnerable adults;
- ensure that staff have access to appropriate training/information;
- receive concerns about safeguarding and respond to all seriously, swiftly and appropriately and where necessary, refer cases to social services and/or the police;
- monitor Prevent related concerns

- ensure that accurate written records of referrals/concerns are stored securely and shared appropriately (where concerns have not required referral to social services or the police, a record should still be retained)
- keep up-to-date with local arrangements for safeguarding, Prevent and DBS.

Designated Safeguarding Officers (DSOs) will:

- have operational responsibility for the University's safeguarding practice;
- undergo safeguarding training and undertake refresher training as appropriate;
- refer any concerns, where appropriate, to social services and/or the police in the absence of the Senior Designated Safeguarding Officer;
- provide information and advice within the University on safeguarding issues

5. Relevant policies and provision

The scope of this policy is broad ranging and in practice, it will be implemented via a range of policies and procedures within the organisation. These include:

- Admissions Criminal Convictions Policy and DBS checks for specific courses
- Policy and Procedures for the consideration of applicants to undergraduate programs who will be under 18 (which also applies to those on undergraduate preparation courses)
- Safety Guide 2 in respect of children
- Safety Note 54 - Children on University Premises
- Data Protection Policy
- Disciplinary Policy
- Employing Ex-Offenders: Guide to Policies and Procedures for Managers of Applicants
- Equality and Diversity Policy
- Guidelines on the management of student disclosure of criminal convictions in the context of volunteering and placement learning
- H&S lone working guidance
- Information Security Policy
- Prevent Policy
- Public Interest Disclosure ('Whistleblowing') Policy and Procedures
- Staff induction
- Staff/Student Relations
- Staff training
- Research Ethics Committee – Consent to research with children

Safe Recruitment

The University of Reading ensures safe recruitment of staff (including those involved in volunteering/community-based activities) to prevent unsuitable people from working with children and vulnerable adults. This includes the commitment of resources to undertaking Disclosure Barring Service (DBS) checks where necessary.

For further information, see the University's DBS policy and/or the Home Office DBS website at:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Designated Safeguarding Officers

Designated Safeguarding Officers are identified within the University and are appropriately trained in safeguarding issues, including Prevent.

The Designated Safeguarding Officers are:

- Support Centre Managers (for Schools other than Henley Business School);
- Head of Programme Administration (for Henley Business School)
- Nominated Warden (for halls of residence)
- Head of Student Financial Support and Customer Service
- Head of Student Wellbeing Services
- Student Welfare Coordinator
- Wellness Consultant

All staff regardless of role will be made aware of, and be familiar with, the University's safeguarding policy and procedure through the Staff Induction process.

The DSO team are listed on the staff portal telephone directory

Risk Assessments

This policy will be taken into account when a risk assessments is undertaken for organised activities which involve bringing children and/or vulnerable adults on to campus or if going off site for example on field trips / placement. The risk assessment and details of the event must be approved by the Estates and Facilities department and Head of Department prior to any event taking place. The University External Speakers policy is in place as a governing framework for visiting speakers and will also take into account this policy when decisions are made.

Service delivery contracting and Sub-contracting

There will be appropriate checking of the safeguarding arrangements of partner organisations. Contracts for partnership delivery work will, where appropriate, include clear minimum requirements, arrangements for safeguarding and non-compliance procedures.

6. Training

Staff who engage directly with students are informed of university procedures to respond to suspected or confirmed safeguarding concerns. Staff who have direct responsibilities concerning safeguarding for children and/or vulnerable adults will have access to higher level

training. Designated Safeguarding Officers will be required to undertake appropriate training in line with Reading Borough Councils Adult Social Care in order to fulfil the requirements of the role

All staff will have been trained on Prevent as part of the Staff Induction process.

7. Managing Information / Confidentiality

The University will ensure that any information that relates to safeguarding is recognised as confidential, recorded and stored securely and in accordance with the University's policies on Data Protection and Confidentiality. However, it should be noted that the law permits disclosure of the confidential information necessary to safeguard the interests of children and vulnerable adults. Staff (and others who are necessarily privy to such information) will, therefore, ensure that information relating to actual, suspected or alleged abuse of students, children and vulnerable adults is treated with the utmost care and that no one is given more information than is necessary to protect the student/child/vulnerable adult concerned. The Senior Designated Safeguarding Manager will determine what information can be shared and to whom.

When dealing with the child/vulnerable adult it is vital that their safety and the need to protect them is a primary concern. They should be informed at the earliest opportunity of the need to pass information on to the appropriate external organisation such as the Crisis team or Police in order to protect their crucial interests. Disclosure is not taken lightly and should be in consultation with a Designated Safeguarding Officer.

8. Allegation management

This procedure has been designed to ensure the protection of a student, child or vulnerable adult from abuse whilst recognising the need to protect staff and students from unsupported or false allegations

If anyone (staff, students or member of the public) raises a welfare concern over a student/child/vulnerable adult or a student/child/vulnerable adult confides in a member of staff in relation to another member of staff's or student's actions, they should:

- Report this immediately to a Designated Safeguarding Officer (DSO). The DSO will obtain any notes of the concern from the member of staff. The DSO will then determine the nature and risk level of the concern, this can be in conjunction with others DSOs.

If the risk is high to either the child/vulnerable adult or to the university community the DSO will alert the following - the order of events will be determined by the nature of the concern:

- Director of Student Services who in turn will alert the Senior Designated Safeguarding Officer (SDSO). They, or their assigned lead, will also notify any partner agencies for support such as Crisis team / Police. In case of Prevent issues they will call the PREVENT hotline or the Channel Panel (0800 789321 or 07717 801384).
- The SDSO will, where appropriate, notify the Local Authority Designated Officer within one working day of the concern being made.
- Head of Security if the concern is linked to Prevent or the student/child/vulnerable adult is deemed to be at immediate risk of harm

- Hall Welfare Team if the student/child/vulnerable adult resides within halls.
- Head of Marketing and Publicity
- Dean of Discipline: who will apply the University's Student Discipline and/or Fitness to Practice procedure for students.
- Appeals and Complaints Officer
- The DSO should complete an Incident Report Form (see Appendix 2) at their earliest convenience and ensure all senior parties have copies

If the risk is medium to low to either the student/child/vulnerable adult or the university community the DSO will put into place support mechanisms for the staff and students concerned, this may involve

- Halls Welfare Team
- Counselling and Wellbeing
- Disability Advisory Service
- Academic support
- Dean of Discipline
- Appeals and Complaints Officer

A record of the concern should be completed by the DSO and regular monitoring of the case will be undertaken where appropriate.

In cases of an allegation against a staff member that does not involve immediate referral to an external agency for investigation (e.g. the Police) an appropriate investigation will be carried out in accordance with the University's HR disciplinary procedure for staff. The investigation may lead to a referral of the case to the police or other services and other action as appropriate.

The individual against whom the claim has been made will be able to access support from HR, the Employee Assistance Programme (EAP) and/or Occupational Health.

Concerns that staff or students may be at risk of being drawn into radicalisation / extremist behaviour can be raised in the same way as a safeguarding concern as detailed in this policy. Alternatively, concerns can be raised by emailing prevent@reading.ac.uk which is co-owned and monitored by a member of the DSO / Welfare team.

Guidance to staff

When dealing directly with a student/child/vulnerable adult staff you should:

- stay calm and listen to the individual's concerns;
- treat the person with respect and provide reassurance that it is safe to have the discussion;
- allow the individual to speak without disruption;
- keep a record of the concern using the person's own words as far as possible;

- do not promise confidentiality;
- explain to the individual that the information will need to be passed on to a Designated Safeguarding Officer;
- pass on the information promptly and directly to a Designated Safeguarding Officer.

Things not to do:

- dismiss the concern or think it is someone else's responsibility;
- ask leading questions when the person is disclosing to you;
- express shock or anger or laugh;
- delay reporting the suspected or confirmed abuse to a Designated Safeguarding Officer;
- carry out an investigation into the allegation yourself (this will be done by the DSO).

9. Staff Conduct

Staff working with students, children and/or vulnerable adults will be expected to be compliant in the following:

1. Staff members are expected to act responsibly and maintain a professional manner at all times, ensuring that behaviour, language, gestures, and dress code are appropriate.
2. Situations where there is only one staff member present with a child or vulnerable adult should be avoided where possible. On the occasions when a one to one interview or meeting is necessary, these should be conducted in a room where the exit is clearly visible and where possible, the door to the room is left open if appropriate.
3. Staff must not share personal contact details or those of other staff with students, children and vulnerable adults or take photos of children/vulnerable adults unless asked to do so by a member of staff for project purposes.
4. Staff will be expected to maintain professional boundaries at all times. Intimate or sexual relationships between staff and students under the age of 18 are an abuse of trust which may constitute a criminal offence. Staff should refer to the Student Staff Relations Policy
5. Physical contact should be avoided. Staff should be aware of personal space and should avoid using gestures such as regularly putting a hand on the shoulder or arm. Whilst these gestures may be well intentioned, such acts could be misinterpreted. In situations where it is necessary for staff to restrain a student, child or vulnerable adult in order to prevent self-injury or injury to others, security should be called to deal with the situation.
6. Only trained named first aiders should administer First Aid. Staff should follow University First Aid procedures as highlighted on First Aid notices.
7. Staff will be required to follow Health and Safety procedures and should not put themselves or students in any unnecessary danger.

| Keeper | Reviewed | Approved by | Approval date |
|---------------------------------|-----------------|--------------------|----------------------|
| The University Secretary | Annually | UEB | May 2018 |

Appendix 1

Definitions & Types of Abuse:

The University will be alerted to all possible forms of abuse, and will not discount any allegation. Below are the definitions of some of the key types of abuse staff need to consider and refer. The list is not exhaustive and many types interlink

Bullying including cyberbullying – Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities but is not limited to these.

Child Sexual Exploitation (CSE) – is sexual abuse involving the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as affection, money, gifts, accommodation or status. The manipulation or ‘grooming’ process involves befriending children, gaining their trust, and sometimes offering them drugs and alcohol, and can be over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim’s options. It is a form of abuse which is often misunderstood by victims and outsiders and can be seen as consensual.

Children and young people – This term is used to mean those under the age of 18.

Domestic Violence - any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Domestic violence also influences children and therefore has additional abusive characteristics

Drug Abuse – this includes alcohol, tobacco (Children under 18), illegal drugs, medicines, psychoactive substances (previously known as “legal highs”) and volatile substances. Some University courses have code of ethics prohibiting students from taking illegal substances, concerns raised will be subject to the Fitness to Practice policy.

Emotional Abuse - The persistent emotional maltreatment of a person such as to cause severe and persistent adverse effects on the person’s emotional development. It may involve conveying to a student/child/vulnerable adult they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the

person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Extremism - Vocal or active opposition to aspects of living in the UK including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. As detailed in the Government PREVENT guidance, this also includes calls for the death of members of the British armed forces.

Fabricated or Induced Illness - The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy, Factitious Illness by Proxy, or Illness Induction syndrome. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Faith Abuse – is the mistreatment of a person by someone in a position of spiritual authority, resulting in diminishing that person's sense of wellbeing and growth— both spiritually and emotionally. It is also defined as the use of spiritual authority, by words or actions, to manipulate someone for personal gain or to achieve a personal agenda.

Female Genital Mutilation (FGM, female circumcision) – is defined by The World Health Organisation as: "all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs, whether for cultural or other non-therapeutic reasons" (WHO, 1996). The Female Genital Mutilation Act 2003 states that it is illegal in the UK to subject a child / young adult to female genital mutilation or to take a child / young adult abroad to undergo FGM. In the United Kingdom all forms of FGM are illegal. A child for whom FGM is planned is at risk of significant harm through physical/emotional and sexual abuse.

Forced marriage - A forced marriage is one that is entered into without the person's free and full consent. Whilst the majority of extended visits to family overseas are for valid reasons, every year at least 250 UK residents are forced into a marriage against their will, often by violence, coercion or emotional blackmail. Unlike arranged marriages, where the bride and groom both freely consent to the marriage, forced marriages do not give the bride or groom any choice. Forced marriage is a violation of human rights. Family members may be at risk of violence, harassment from family / community members, and 'home policing' where it is deemed their behaviour has/may have 'shamed' the family. This is Honour based violence and is mainly focused on female family members but does not exclude male family members who can be victims as well. Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community.

The types of behaviour which can precipitate this and may also be key motives for forcing the child into marriage are:

Protecting 'family honour'

- Responding to peer group or family pressure.
- Attempting to strengthen family links.

- Financial gain or ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas or perceived misguided religious ideals.
- Ensuring care for a person with special needs when parents

or existing carers are unable to fulfil that role.

- Assisting claims for residence and citizenship
- Long standing family commitments

Gangs and youth violence – refers to group violence, often in the community. An organised criminal group is a group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most, however, crime is their 'occupation'. These groups operate almost exclusively in the grey and illegal marketplace where market transactions are totally unregulated by the law. A gang is a relatively durable group who have a collective identity and meet frequently.

They are predominantly street-based groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. A peer group is a relatively small, unorganised and transient group composed of peers who share the same space and a common history. Involvement in crime will be mostly be non-serious in nature and not integral to the identity of the group. (Adapted from Hallsworth S and Young T (2004) Getting Real About Gangs. Criminal Justice Matters (55) 12-13)

Dealing with gang or youth violence issues in an area of shared responsibility for all partner agencies, such as the police, youth offending teams, other local authority teams or the voluntary and community sector. We will liaise with all partners and the LSCB to address these issues.

Gender-based violence/violence against women and girls – Gender-based violence involves men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm. The most pervasive form of gender-based violence is abuse of a woman by intimate male partners. Gender-based violence includes: battering, intimate partner violence (including marital rape, sexual violence, and dowry/bride price-related violence), feticide, sexual abuse of female children in the household, honour crimes, early marriage, forced marriage, female genital mutilation (FGM)/cutting and other traditional practices harmful to women, sexual harassment and intimidation at work, in school and elsewhere, commercial sexual exploitation, and trafficking of girls and women.

Hate Crimes - Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender

Honour crime - acts of violence (or unlawful control) usually committed by family members against other family members who are perceived to have brought or likely to bring dishonor upon the family.

Harassment - The act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands. The purposes may vary, including racial prejudice, personal malice, an attempt to force someone to quit a job or grant sexual favors, apply illegal pressure to collect a bill, or merely gain sadistic pleasure from making someone fearful or anxious. If you are being harassed at the University you can report this and gain support by talking to a Harassment Advisor or emailing

harassment@reading.ac.uk

Mental Health – The University recognises that there are a number of mental health conditions which make studying difficult, and may have safeguarding implications, e.g. Anorexia nervosa, OCD, psychosis etc. We will take account of government guidance.

Neglect - 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.

Physical abuse - may involve hitting, shaking, pushing, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a person including by fabricating the symptoms of, or deliberately causing, ill health to a person. Physical abuse comes in many forms and includes domestic violence or honor based violence.

Prevent – The PREVENT strategy is part of the British counter-terrorism strategy, CONTEST. The aim of the PREVENT strategy is to reduce the threat to the UK from terrorism by stopping people becoming radicalised or supporting extremist behaviour. As part of this strategy Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on us to have "due regard to the need to prevent people from being drawn into terrorism".

Radicalisation – is a process by which an individual, or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions of the nation. The University will collaborate with all statutory partners, the police and the local community to identify individuals at risk of being drawn into extremist behaviour; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. We will follow the PREVENT strategy and intervene early to protect and divert people away from the risk they face before illegality occurs. We will challenge any ideology that supports radicalisation protecting vulnerable individuals; and support sectors and institutions where there is a risk of extremism.

Private fostering - A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt, or a friend of the family, the parent of a friend of the child, or someone previously unknown to the

child's family who is willing to privately foster a child. The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his/her welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted.

Self-harm - is when someone deliberately hurts or injures themselves. This can take a number of forms including but not limited to:

- cutting or burning - the most common forms of self-harm.
- taking overdoses of tablets or medicines / drug misuse prescribed or illegal / inhaling or sniffing harmful substances.
- punching themselves.
- throwing their bodies against something.
- taking part in risky activity/behaviour
- pulling out their hair or eyelashes.

scratching, picking or tearing at their skin causing sores and scarring.

- swallowing things that are not edible.
- inserting objects into their bodies.

Some people self-harm on a regular basis while others do it less often or just once. Self harm can be part of coping with a specific problem other people self-harm for longer without knowing the cause although it may be due to certain kinds of pressures or feelings arising.

A few people who self-harm may go on to commit suicide - generally this is not what they intend to do. Self-harm comes under the more general category of "physical abuse". If others know about the activity and do nothing, the issue of "neglect" may also be relevant.

Sexting - The exchange of sexual messages or images and the creating, sharing and forwarding of sexually suggestive nude or nearly nude images through mobile phones and/or the internet.

Sexual Abuse - Involves forcing or enticing a person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the person 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 adults.

Sexual Exploitation – Exploitative sexual behaviours. For example:

- Encouraging other people to engage in inappropriate sexual behaviour

- Photographing or videoing other people performing indecent acts without their explicit consent
- Forcing others to watch pornography or take part in sexting
- Indecent exposure, touching, or serious sexual assault

Sexual Violence - is not limited to females. Sexual violence is defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work. Coercion can cover a whole spectrum of degrees of force. Apart from physical force, it may involve psychological intimidation, blackmail or other threats – for instance, the threat of physical harm, of being dismissed from a job or of not obtaining a job that is sought. It may also occur when the person aggressed is unable to give consent – for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation.

Sexual violence includes rape, defined as physically forced or otherwise coerced penetration – even if slight – of the vulva or anus, using a penis, other body parts or an object. The attempt to do so is known as attempted rape. Rape of a person by two or more perpetrators is known as gang rape.

Teenage Relationship Abuse - is a type of intimate partner violence. It occurs between two teenagers in a close relationship. It can be physical, emotional, or sexual.

- Physical — occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked. See physical abuse.
- Psychological/Emotional — threatening a partner or harming his or her sense of self-worth. Examples include name calling, shaming, bullying, embarrassing on purpose, or keeping him/her away from friends and family.
- Sexual — forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumours if a partner refuses to have sex. See sexual abuse above
- Stalking — refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim.

Trafficking - Trafficking means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Vulnerable adults – a vulnerable adult is defined as a person “who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of himself or herself, or unable to protect him or herself against significant harm or exploitation.”

Appendix 2

Safeguarding Students, Children and Vulnerable Adults – Incident Report Form

First two pages to be completed by the Designated Safeguarding Officer as part of the preliminary investigation before sign off

| | |
|---|---|
| Name of the Student: | |
| Student Reference Number: | |
| Telephone Number: | Mobile: |
| Email address: | |
| Term time address: | |
| Who reported the incident | Student (above) Tutor: Parent: Other (give details): |
| Date(s) and time(s) of any incident: | |
| Location of the incident: | |
| Details of the incident: (use separate sheet if required) | |

Has the Student been spoken to? If so please record by whom and exactly what was said (using the individual's own language) and what was said to the individual. (Please continue on a separate sheet if necessary)

Action Agreed with Student:

Your observations (for instance are there any physical/behavioural signs or indirect signs):

Details of the alleged/suspected abuser (if known):

Name:

Position: e.g. Student at UoR

Address

Please provide any other details that you feel are important:

Have external agencies (for instance the police or social services) been contacted in an emergency: YES (complete below) NO

| | |
|---|---|
| Organisation and Individuals Name and telephone number of contact | Organisation and Individuals Name and telephone number of contact |
| Action Agreed | Action Agreed |

I confirm that to the best of my knowledge the information provided is correct and I will be available to answer any further questions on this matter:

Signature:

Print name:

To be completed in conjunction with the SDSO

Does the incident need to be reported to:

| | | |
|---|----|-------------------------------|
| VC office / Marketing / Legal | No | Yes - Date and Time Completed |
| Other Internal | No | Yes - Date and Time Completed |
| Police | No | Yes - Date and Time Completed |
| Prevent | No | Yes - Date and Time Completed |
| Children / Adult Services | No | Yes - Date and Time Completed |
| Medical Professionals including GP / CMHT / CAMHS | No | Yes - Date and Time Completed |

Reason for Action:

Actions agreed with Organisation above:

I confirm that to the best of my knowledge the information provided is correct and I will be available to answer any further questions on this matter:

Signature

**Designated Safeguarding Officer to report allegation and provide a copy of the form to the
Director of Student Services**