Children and vulnerable adults safeguarding policy

Statement of policy
This document states the College’s policy on preventing and reducing harm to children and vulnerable adults when they are in contact with College staff, workers, volunteers or representatives. The policy aims to:

- Promote and prioritise the safety and wellbeing of children and vulnerable adults;
- Provide assurance to parents, carers and other parties that the College takes reasonable steps to manage risks and keep children and vulnerable adults safe;
- Ensure that everyone understands their roles and responsibilities in respect of safeguarding and is provided with the necessary information, training and support on safeguarding matters;
- Prevent the employment of individuals in work with children and/or vulnerable adults where they have been barred by the Disclosure and Barring Service (DBS) or are deemed by the College to pose an unacceptable risk to vulnerable groups; and
- Ensure that appropriate action is taken in the event of any allegations or suspicions regarding harm to children or vulnerable adults arising from contact with College staff, students or volunteers, whether the harm has taken place on College premises or not.

The policy also aims to effectively manage the risks associated with activities and events involving children or vulnerable adults through:

- Ensuring that the appropriate DBS or basic disclosure checks are conducted, depending on eligibility, for any individuals starting or moving into work which involves working with children or vulnerable adults (this includes, but is not limited to, Schools Liaison staff, the College Nurse, the Senior Tutor); and
- Requiring new employees and individuals involved in working with children or vulnerable adults to familiarise themselves with the content of this policy and the associated Code of Practice.

This policy requires that any suspicions and allegations involving harm to children and vulnerable adults are referred to the Senior Safeguarding Officer (named in Appendix C) to determine what action, if any, must be taken. This will enable each situation to be investigated thoroughly, whilst treating the parties involved fairly and with sensitivity. It will also ensure that suitable steps are taken as a result of any investigations, which may include contacting the police, social services and/or fulfilling the legal duty to refer information to the DBS as required.

The procedure for managing suspicions and allegations aims to strike a balance between the need to protect children and vulnerable adults from abuse and the need to protect staff, students and volunteers from false or unfounded accusations.

The policy should be used as the basis for the College’s approach to preventing and reducing harm to children and vulnerable adults. The College expects staff and all those contributing to its activities to follow this policy. Failure to follow this guidance and procedures may not necessarily constitute abuse, but is nonetheless a matter of concern for the College and may lead to disciplinary action.
If Fellows, members of staff, or students are concerned that another Fellow, member of staff, or student is not following the guidance and procedures, they should contact the Safeguarding Officer for the particular activity or the Senior Safeguarding Officer, as appropriate.

Application and definitions
The key parts of the Children and Vulnerable Adults Safeguarding Policy apply as described below.

Application

Risk assessment process
- Recruitment to a new or existing post which involves working directly with children and/or vulnerable adults;
- The commencement of new activities or events involving, or potentially involving, children and/or vulnerable adults; and
- Changes being made to activities or events involving, or potentially involving, children and/or vulnerable adults.

Screening check processes
These apply to those carrying out work for the College which involves direct contact with children and/or vulnerable adults and meets the eligibility criteria for a basic disclosure or Disclosure and Barring Service check.

Appendix B code of Practice
This applies to all College members of staff, contractors, volunteers and representatives who come into direct contact with children and vulnerable adults.

Appendix C Procedures for dealing with reported suspicions and allegations
This applies to all College members of staff, workers, students, contractors, volunteers and representatives made aware of, or involved in, an allegation or suspicion involving harm to children and/or vulnerable adults.

Definitions
A child is any person under the age of 18.

Adults aged 18 and over have the potential to be vulnerable (either temporarily or permanently) for a variety of reasons and in different situations. An adult may be vulnerable if he/she:

- Has a learning or physical disability;
- Has a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs;
- Has a reduction in physical or mental capacity;
- Is in the receipt of any form of healthcare;
- Is detained in custody;
- Is receiving community services because of age, health or disability;
- Is living in sheltered or residential care home; or
- Is unable, for any other reason, to protect himself/herself against significant harm or exploitation.

It is recognised that people who meet one or more of the above criteria may not be vulnerable at all, or all of the time. However, until a department/institution has direct contact with people on an
individual basis, it may be impossible to identify whether vulnerability exists in relation to an activity or event involving adults that they are planning.

Therefore, in order to support the College in identifying and managing potential risks of harm to people effectively, and for the purposes of this policy only, a vulnerable adult should be identified as a person aged 18 or over who meets one or more of the criteria listed above.

Definitions of types of abuse can be found in Appendix A.

**Examples of College activities involving children and vulnerable adults**

Peterhouse staff or students may encounter children and vulnerable adults in a wide range of situations. These include, but are not limited to, the following:

- The provision of healthcare or health services;
- Certain first degrees, master’s degrees and PhDs (for example, in the fields of education, medicine and veterinary science);
- Research work, which involves direct physical contact with children and/or vulnerable adults;
- Work experience students under 18;
- Widening participation and outreach activities with schools/college pupils (in Cambridge and external, including overnight residential events);
- School and nursery visits;
- Photography of children for publication;
- First aid delivery;
- Christmas or summer parties for children;
- Undergraduate admissions interviews;
- Teaching, tutorial supervision or any overnight contact (e.g. Porters) with undergraduates who are vulnerable adults or who are under 18 (it should be noted that there are typically several such students Matriculated each year and some may remain under 18 for their entire first year);
- Open days and other events for prospective students;
- Working with students with a disability, whether currently at Peterhouse or prospective applicants.
Appendix A – Types of abuse

The categories of abuse below are produced from external guidelines. A person may abuse or neglect a child/vulnerable adult by inflicting harm, or by failing to act to prevent harm. There are seven main forms of abuse, although there are variations within these:

Physical abuse
Non accidental harm to the body caused by the use of force or any other form of harm which causes illness or which results in pain, injury or a change in the person’s natural physical state. This may consist of hitting, slapping, pushing, kicking, misuse of medication, restraint, inappropriate sanctions, rough handling, pinching, punching, shaking or burning.

Sexual abuse
Sexual abuse is the involvement of a child or vulnerable adult in sexual activities or relationships which are for the gratification of the other person, and to which they have not consented or cannot understand and are therefore not able to consent, or which violates the individual’s expressed cultural or religious preferences, sexual taboos, or family custom and practice.

Neglect
This involves the persistent failure to meet a child or vulnerable adult’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s or vulnerable adult’s health or development.

Emotional or psychological abuse
This involves the persistent emotional maltreatment of a child or vulnerable adult such as to cause harm to their emotional health and development.

Financial or material abuse
Financial or material abuse involves the use of a child or vulnerable adult’s property, assets or income without their informed consent, or making financial transactions that they do not understand, to the advantage of another person.

Domestic abuse and violence
Any incident of threatening behaviour, violence, or abuse (psychological, physical, sexual, financial or emotional) between adults who are, or have been intimate partners or family members, regardless of gender or sexuality.

Domestic abuse can go beyond actual physical violence and involve emotional abuse, the destruction of a partner’s property, their isolation from friends, family or other potential sources of support, threats to others including children, control over access to money, personal items, food, transportation, telephone, and stalking.

Domestic violence is not a ‘one-off’ occurrence but is frequent and persistent and aimed at instilling fear into and compliance from the victim.

Radicalisation and PREVENT
PREVENT is part of the Government’s counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism.

Peterhouse seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamic Fundamentalist ideology, or to Far
Right/Neo-Nazi/ White Supremacist beliefs, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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

Extremism is defined by the Government in the PREVENT Strategy as: *vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

Extremism is the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or foster hatred which might lead to inter-community violence in the UK.
  - There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
  - Students may become vulnerable to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.
Appendix B – Code of Practice

When working with children and/or vulnerable adults, College staff and volunteers are expected to take account of the guidance below in the way that they conduct themselves.

- Consider the wellbeing and safety of event participants in advance through proper planning and development of safe activities/methods of working.
- Wherever possible, work in an open environment with children or vulnerable adults where they can be seen by others.
- Avoid unnecessary physical contact.
- Avoid taking a child or vulnerable adult alone in a car on journeys, however short.
- Avoid taking a child or vulnerable adult to the toilet, unless another adult is present or another adult is aware (this may include a parent, group leader or other responsible person).
- Being alone with a child or vulnerable adult makes both parties vulnerable, however this risk may need to be balanced with other concerns or functions of the College, for instance in one-on-one teaching, admissions interviews, tutorial meetings, or in cases where urgent intervention is required which would result in a member of staff or Fellow being alone with a child or vulnerable adult.
- Where reasonable, in situations where you are alone with a child or vulnerable adult, make sure that others can clearly observe you, unless the nature of the meeting requires it (e.g. on-on-one supervisions or tutorial meetings). It is generally advised to avoid all such circumstances with individuals (including undergraduate students) aged under 18, but the College recognises that this may be unavoidable (e.g. supervisions or admissions interviews). Where appropriate, children or vulnerable adults should be offered the opportunity to request another person is present in such situations. Also bear in mind that an apparently non-vulnerable adult may disclose information which makes them vulnerable in such a meeting (e.g. in a tutorial context or an admissions interview).
- Set expectations of the standards of behaviour required from participants in an activity/event and encourage them to accept responsibility for their own performance and behaviour.
- Ask participants in an activity/event to take reasonable steps to ensure their own safety and that of others, and to report any inappropriate behaviour they experience/witness or any concerns that they may have.
- Report incidents of alleged abuse to the relevant HR Manager, and ensure that any allegations are recorded in accordance with the procedures detailed in Appendix C.
- Report any concerns about poor practice to senior management in the relevant department/institution or HR Manager.
- Report any accidents to the designated person in the department/institution for recording and investigation where required.
- Avoid intimate or physical relationships with a child or vulnerable adult.
- It is not appropriate for staff to have a physically or emotionally intimate relationship with a young person under the age of 18. Particular attention is drawn to the provisions of the Sexual Offences Act 2003 which created a new criminal offence of abuse of “a position of trust”.
- Staff, students and volunteers should remember that inappropriate behaviour can also occur over the telephone, email, social media or internet.
• Only official College social media should be used for engaging with the wider community. Inappropriate or abusive comments should be removed swiftly and abusive individuals should be blocked/reported to the social media concerned. Facebook instant chat and other similar functions should not be used to interact with children or vulnerable adults. Wherever possible, communication should be only public pages and avoid colloquial language/abbreviations which may be misinterpreted (e.g. LOL).
• Do not make suggestive or inappropriate remarks to or about a child or vulnerable adult, even in fun, as this could be misinterpreted.
• Participate in training available to you to support you in your work with children and vulnerable adults.
• First aid treatment should be given with more than one adult present unless a delay would be life-threatening.
• Maintain confidentiality about sensitive information.
• Do not lend money to children or vulnerable adults.
• Where it is necessary for staff or volunteers to take photographs or video images of children or vulnerable adults, written consent must be obtained (from parents/guardians in the case of children) before these images are taken in order to comply with the Data Protection Act 1998. Personal details and photos which clearly identify an individual must only be published where he/she (or his/her parent/guardian) has given specific agreement. Subjects should be suitably dressed in photographs (e.g. when taking place in a sporting activity).
• If you are in any doubt about what to do, seek advice from the Senior Safeguarding Officer.
Appendix C – Safeguarding procedures

Introduction
The College recognises that abuse or risk of harm to a child or vulnerable adult may take many different forms and that individuals may have different perceptions of what constitutes harm or abuse. The College regards harm or abuse of a child or vulnerable adult as including any physical, financial, domestic, sexual or emotional abuse or neglect, bullying, harassment or intimidation.

These procedures establish a mechanism by which concerns about a child or vulnerable adult’s welfare/risk of harm, arising within the College or in connection with the College, can be addressed quickly and appropriately.

As far as possible the confidentiality of all individuals involved in safeguarding concerns will be respected. However there will be circumstances in which it is necessary for a Safeguarding Officer (SO) or other Peterhouse staff, students or contractors to share information with third parties such as the local authority, the police or the child’s parents or guardians.

Safeguarding Officers
Peterhouse has designated Wendy Godfrey, Human Resources Manager, as the College’s Senior Safeguarding Officer (SSO).

When organising activities specifically targeting children or vulnerable adults, organisers will nominate an individual to act as Safeguarding Officer (SO) for that event or activity. This person will report to the SSO but can act independently as a point of contact for concerns relating to the particular event or activity.

The SSO and SO have specific responsibility for responding to child/vulnerable adult protection concerns raised within, or in connection with, the College. They will receive training and guidance appropriate for this role, and in particular on their responsibilities as liaison contacts with the police, the local authority and other relevant local agencies.

Procedure for reporting concerns
1. (a) The College expects all staff, students and contractors to be alert to any concerns about the welfare of children and to report any such concerns they may have, however apparently trivial, to the relevant Safeguarding Officer. Staff, students and contractors are also expected to co-operate fully with any police or social care enquiries that may arise into an allegation of abuse. While individual staff and members of the College have the right to report incidents direct to the local authority’s Social/Children’s Services, where possible they should consult first with the SSO or a SO.

(b) If the person who first becomes aware of the concern feels it inappropriate to involve a SO or SSO, or disagrees with the SO or SSO’s view that the matter need not be reported, they should notify the police or the local authority themselves.

2. The person reporting a concern should make a full note of the facts that gave rise to their concern as soon as is practicable, by completing an Incident Report Form (in the form attached within this as Appendix D) and should immediately give a copy of this Form to the local SO (who will in turn provide a copy to the SSO) or directly to the SSO if a SO has not been appointed to oversee the particular activity in which the concern has arisen.
3. Concerns must be reported as soon as possible. Where a child may be at immediate risk of harm or abuse, the SSO or SO must be notified verbally straight away and an Incident Report Form completed as soon as reasonably practicable thereafter.

4. (a) It is the responsibility of the SSO or SO notified of a concern to consider the seriousness of the risk or concern and if they deem it appropriate to contact the local authority, police or other appropriate statutory or voluntary agencies in accordance with the specific guidance and training they have received.

(b) Whether or not notification to the local authority’s Social/Children’s Services is deemed necessary, the SO shall in any event also notify the SSO of any other action taken or proposed to be taken arising out of the incident (for example the provision of specific training).

5. The SSO or SO (as appropriate) will be responsible for ensuring the child is in a safe environment until the appropriate local agencies have become involved. Where appropriate the SSO/SO will reassure the child concerned of the process underway, and if appropriate to ascertain any relevant factual information. However the SSO/SO should only ask questions of the child that are necessary to clarify whether the child is alleging that abuse has taken place.

6. (a) If the incident or information involves an allegation against a member of staff, the SSO will notify the Senior Bursar;

(b) If the incident or information involves an allegation against a student, the SSO will notify the Senior Tutor;

(c) If the incident or information involves an allegation against a Fellow, the SSO will notify the Bursar or Senior Tutor (as appropriate), and in certain circumstances, the Master.

(d) In any case, the student or member of staff concerned will be offered the opportunity to receive appropriate advice or support.

(d) In either case it may be appropriate to suspend the staff member or student from activities that include contact with children or vulnerable adults until enquiries are complete.
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<thead>
<tr>
<th>What to do</th>
<th>What not to do</th>
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<tbody>
<tr>
<td>Stay calm</td>
<td>Don’t panic or over-react. Don’t show shock or disbelief. Remember it is unlikely that the person is in immediate danger and that, if they are, calling the police may be more appropriate</td>
</tr>
<tr>
<td>Listen carefully, hear and take seriously. Let them know you will treat the information seriously</td>
<td>Don’t probe for more information. Inappropriate questioning may affect how the disclosure is received at a later date</td>
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<tr>
<td>Give time to allow the person to say what they want</td>
<td>Don’t make assumptions, be judgmental, paraphrase or offer alternative explanations.</td>
</tr>
<tr>
<td>Reassure and explain that they have done the right thing in telling</td>
<td>Don’t promise confidentiality or to keep secrets or that everything will be OK (it may not be)</td>
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<tr>
<td>Act immediately in accordance with the procedure in this Policy</td>
<td>Don’t try to deal with the matter yourself or contact the abuser</td>
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<tr>
<td>Inform the person who you will report to and that information will only be shared on a need to know basis.</td>
<td>Don’t pass the information on to anyone else</td>
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<tr>
<td>Give contact details for SO/SSO so they can report further issues or ask questions</td>
<td>Don’t give the person your own contact details</td>
</tr>
<tr>
<td>Make a written record of what was said as soon and as accurately as possible</td>
<td>Don’t make negative comments about any alleged abuser</td>
</tr>
<tr>
<td>Report to the lead member of staff and/or the SO/SSO</td>
<td>Don’t talk to anyone else, including colleagues, about what has been said to you</td>
</tr>
<tr>
<td>Record your report</td>
<td>Don’t make them repeat a story unnecessarily</td>
</tr>
</tbody>
</table>
Flowchart for reporting procedure

1. Member of staff or student has concerns about possible abuse
   - Is the person perceived to be in immediate danger?
   - Yes
   - Notify SO verbally of concerns and follow up with incident report form
   - No
   - Complete incident report form and forward to SO who copies to SSO
   - SO/SSO determine whether referral to Social/Children’s Services is necessary
     - Yes
     - SO/SSO report to local Social/Children’s Services
     - No
     - SO reports other action to be taken to SSO
     - SO or SSO takes steps necessary to ensure safety of anyone at risk
     - SO and reporter make accurate and contemporaneous record
     - Written report sent to Social/Children’s Services within 24 hours and copied to SSO
     - Does incident involve a member of staff or Fellow?
       - No
       - Does incident involve a student?
         - No
         - No additional action
         - Yes
        - Yes
        - SSO to notify HR manager (if staff), or Bursar/Senior Tutor/Master (if Fellow)
        - SSO to notify Senior Tutor

Appendix D – Incident report form

Details of incident
Date of incident:
Time of incident:
Where the incident occurred:

Briefly describe the circumstances of the incident (including names of parties involved):

Details of discloser (if applicable)
Full name:

Address:

School:
Home telephone number:
Mobile telephone number:

Sex:
Date of birth:
Nature of injury:

Comments or explanation given by child:
Name and contact details of any witnesses:

Initial action taken:

Details of person completing report
Name & contact details:

........................................
Signature

........................................
Date
Appendix E – Indicators of abuse

General Indicators of Possible Abuse

- The denial (often forthright) that anything is amiss, with an accompanying emphasis that ‘things have never been better’
- Resignation or stoicism
- Inconsistency of information
- Seeking attention and/or protection, often from numerous sources
- The child/vulnerable adult appears to be withdrawn or agitated and anxious
- The child/vulnerable adult may be excluded from outside social contacts
- The child/vulnerable adult is overly subservient or anxious to please
- Dramatic changes in behaviour or personality; depression or confusion, for which no medical explanation can be offered
- Reluctance to return home

Final thought