

SAFEGUARDING CHILDREN AND ADULTS AT RISK PROCEDURES

Safeguarding Children and Adults at Risk Procedures

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- agitated
- < the student appears persistently sad, very tense or is very emotional or lacks emotion
- < the student is withdrawn, does not have friends or appears to have difficulty interacting with classmates
- < the student expresses feelings of low self esteem
- < the student avoids eye contact and is hesitant to engage in conversations
- < the student lacks concentration, is often tired and/or struggles to think logically or make decisions
- < the appearance or behaviour changes
- < the appearance is unkempt and/or they have poor personal hygiene
- < there are visible bruises, cuts, burns
- < the student uses explicit sexual language out of context
- < the views have become increasingly extreme regarding another section of society or government policy
- < the student is observed downloading, viewing or sharing extremist propaganda or sexually explicit content from the web
- < the student is increasingly intolerant of views and beliefs
- < the student demonstrates high levels of anxiety, indecision, irritability, hopelessness, despair and distress which cannot be resolved by discussion or explanation
- < the student is avoiding contact and help from others
- < the student is exhibiting an overwhelming sense of not being able to cope
- < the student is preoccupied with odd beliefs and thoughts (be mindful of cultural differences)
- < the student is misusing drugs and/or alcohol, or taking part in other high risk behaviours

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Responding to reports of abuse

If a child or adult at risk says something or acts in a way that abuse is suspected, the person receiving the information is required to:

- ◁ React in a calm and considered way but show concern;
- ◁ Tell them that it is right for them to share this information and that they are not responsible for what has happened;
- ◁ Take what they have said seriously;
- ◁ Only ask questions to ascertain whether there is a concern, but not interrogate them. Do not ask leading questions;
- ◁ Listen to them and do not interrupt if the child or adult at risk is recounting significant events;
- ◁ Offer reassurance that the problem can be dealt with;
- ◁ **Do not give assurances of confidentiality but explain that the information will need to be passed on to those that need to know;**
- ◁ If it is an adult at risk consider their mental capacity to give consent. If it is considered that they have capacity, try to gain their consent for information to be passed on.
- ◁ Make a comprehensive record of what is said and done immediately and keep all original notes.

Recording reports of abuse

The record should include:

- ◁ a description of what occurred in their own words (this could be used in court so needs to be as accurate as possible);
- ◁ details of the nature of the allegation or concern;
- ◁ a description of any injury. Please note, you must not remove a child or adult at risk of clothing to inspect any injuries;

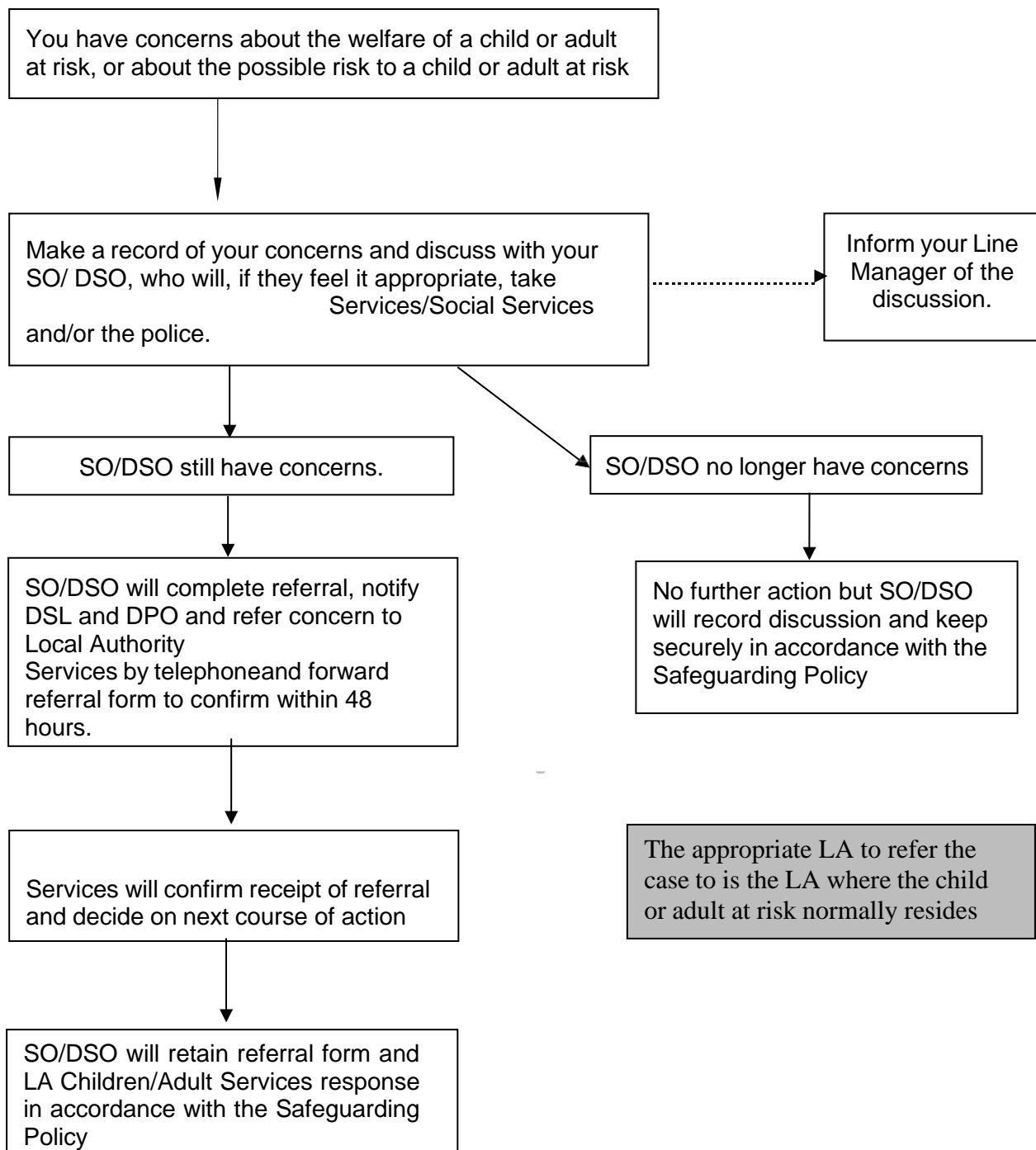
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The incident should then be reported immediately to your Safeguarding Officer (SO) or Deputy Safeguarding Officer (DSO) for action to be taken. Your SO/DSO can be contacted at [SafeguardingTeam\[campus name\]@law.ac.uk](mailto:SafeguardingTeam[campus name]@law.ac.uk) (e.g. SafeguardingTeamBirmingham@law.ac.uk). The SO/DSO will record the details of the safeguarding referral (

Remember - it is not your role to investigate disclosures, allegations or information about harm or abuse of children or adults at risk, or risk to them. This is the role of Social Services (and/or the police). It is your role under these procedures to pass on the information to those who are qualified and authorised to do so. If you have any of these concerns you must comply with the following process.

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General child/adult at risk protection procedures



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The member of staff must not be informed of the allegation and no action must be taken until the DSL has consulted the relevant agencies.

Where following discussion with relevant agencies no action is taken

The initial sharing of information and evaluation may lead to a decision that no further action needs to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it will be recorded by the DSL.

As soon as possible after the decision to take no further action has been made the DSL will agree with the Director responsible for People and OD what information is put in writing to the individual concerned and what action will be taken, if any, regarding those who made the allegation.

As soon as possible the DSL will inform the accused person about the allegation.

Where following discussion with the relevant agencies it is decided to take further action

The possible risk of harm to children and/or adults at risk by an accused person will be evaluated and managed in respect of the individuals involved in the allegations. Suspension on full pay will be considered where there is cause to suspect one or more children or adults at risk are at risk within the University, or where the allegations are so serious that it might be grounds for dismissal. The DSL will discuss the options of suspension and/or alternative duties with the LADO/Social Services, and the People Business Partner. These considerations must be recorded. Alternatives to suspension may include temporary redeployment, change of location, or restricting duties to prevent unsupervised contact with children and/or adults at risk. The arrangements for any suspension and/or alternative action to avoid suspension will be confirmed in writing to the staff member.

The DSL will agree with the LADO/Social Services how an investigation should be undertaken. Usually, it would be carried out by a Safeguarding Officer and a People Business Partner.

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including in strict confidence the outcome of any disciplinary process (the full details of

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