Safeguarding Children and Adults at Risk

Policy and Procedure

Version 1.0 (June 2023)

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Document control

Policy Version	1.0
Policy Review Internal	Annually by LWB and updated at Student Development committee
Author:	Deputy Director of Learning and Wellbeing
Authorised by:	Director of Learning and Wellbeing Student Development Committee College Executive Committee Academic Board
Authorisation date:	June 2023

1. Policy statement and scope

The Royal Veterinary College is committed to supporting and promoting the welfare and wellbeing of students, staff and visitors throughout our operations and environment, ensuring we can protect our learning community and encourage our people to flourish in their academic endeavours. We are fully committed to safeguarding the welfare of children and adults at risk of harm or abuse.

The Royal Veterinary College recognises that safeguarding and promoting the welfare of children and adults at risk of harm or abuse who are part of RVC or involved in our activities is everyone's responsibility and are committed to working in partnership with other organisations and agencies to facilitate this.

This policy outlines the approach to safeguarding at the Royal Veterinary College, including the following:

- The legal and institutional definition of safeguarding and associated terms;
- How the RVC fulfils its obligations in relation to safeguarding and the welfare of children and adults;
- How the RVC enacts its obligations in relation to protecting people from radicalisation or bring drawn into terrorism, as defined within, and required by, the Prevent Duty;
- The procedure to be followed in the event of a concern arising, including how to deal with confidential information;
- The responsibilities of students and staff, including Designated Safeguarding Officers;
- How the RVC responds to concerns that are raised where an individual may be experiencing, or is at risk of, exploitation, neglect, harm or abuse and the action that the RVC will take to manage such matters and provide support.

'Safeguarding' has a particular meaning under the terms of the Care Act (2014), but it has also become a word used to describe more general welfare concerns. This policy covers our responsibilities using the legal sense of the word. For general welfare concerns not covered by safeguarding processes advice and support is provided by the RVC Advice Centre (for students) or HR (for staff).

We practice safeguarding by supporting people to live free from harm, abuse, neglect and radicalisation. This includes preventative measures as well as risk assessment and response to incidents, which may include referral to appropriate Children and/or Adult Social Care services and the local Channel/Prevent Teams in the local authority and police when necessary.

This Policy and the accompanying procedures are intended to provide the framework for the safeguarding of any child or adult at risk of harm or abuse who is part of, or comes into contact with, the RVC community. This policy and the accompanying procedures concern:

- All staff, students and volunteers of the RVC
- All legally contracted representatives of the RVC, where appropriate (e.g. agents, franchise providers, outreach providers)
- Visitors to the RVC, including those contracted to conduct their own business on RVC premises, where appropriate (e.g. building contractors, service suppliers)
- Those hiring RVC facilities for the provision of services or activities to children (e.g. school groups or individuals booking summer schools) and individuals or groups which may be classed as vulnerable.
- Offsite activities with young people by members of RVC Staff & Student Ambassadors, including Careers Fairs, Schools visits, Community Engagement and Family events

- Online interactions with children and vulnerable adults including through virtual programmes, email and social media

All concerns raised will be treated seriously and proportionately, including reporting promptly to the appropriate Children or Adult Social Care services, or the relevant Prevent Teams, where necessary.

Staff, students and volunteers of the RVC who come into contact with children or vulnerable adults in another organisation whilst representing the RVC must also familiarise themselves with the host organisation's safeguarding procedures.

This policy provides generic guidance for all members of the RVC community but may be supplemented by additional departmental procedures in areas which have high levels of contact with children or adults at risk.

The RVC has partnerships with national and international providers. The institution at which the student is studying will have primary responsibility for ensuring their own safeguarding measures are appropriate and in place. This policy and associated guidance will be annually reviewed.

2. Related policies and procedures

- RVC Admissions Policy and Procedures
- Public interest disclosure ("whistleblowing") Policy and Procedures
- RVC Data Protection Policy and Procedures
- Prevent Duty
- Modern Slavery and Human Trafficking statement
- Professional Requirements Procedure
- Dignity at Work Policy
- Misconduct Procedure
- Student Social Media Policy
- Social Media Policy
- Student Performance and Development Policy
- IT Acceptable Use Policy

3. Key Definitions

Child	A person under the age of 18.
Adult at risk of harm or abuse	This refers to a person aged 18 or over who is, or may be, in need of additional care services because of mental or other disability, age, personal circumstances or illness. An individual may be at risk of harm or abuse through being unable to take care of himself or herself, or unable to protect him or herself against significant harm or abuse.
Safeguarding	Protecting a person's right to live in safety, free from abuse, exploitation and neglect.

4. Legislative context

We exercise our duty of care along with other legal obligations such as those outlined under the Safeguarding Vulnerable Groups Act 2006, the Care Act 2014, Health and Safety at Work Act 1974, the Counter Terrorism and Security Bill 2015, the Equality Act 2010, the

Data Protection Act 2018, the Equality Act 2010, the Mental Capacity Act 2005, and the Protection of Freedoms Bill.

5. Safeguarding Adults
The Care Act statutory guidance states that the safeguarding duties apply to an adult 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 and neglect.

This might include some but not all from the following groups:

- Learning disability
- Autism
- Mental ill health
- Physical disabilities
- Long term illness
- Sensory disabilities
- Victims of domestic violence
- People at risk of radicalisation
- People who abuse substances or alcohol
- Older people.

The Local Authority in which the adult at risk of harm resides is legally responsible for their safeguarding. The RVC has a responsibility to report concerns about adults at risk of harm to the social care division within the relevant local authority

6. Safeguarding Children
For children, the duty is simpler: if they are under the age of 18 and at risk of abuse or neglect, then we have a responsibility to report this as a concern.

If you have any concerns that a child or young person is at risk of harm it must be raised with a Designated Safeguarding Officer without delay.

Examples of areas where the RVC may have contact with children and adults at risk of harm or abuse (this is not an exhaustive list):

- teaching, supervision and support of students;
- work experience placements and apprenticeships;
- Students living on campus
- Outreach, student recruitment and widening participation activities on and off campus including summer schools
- Civic engagement and volunteering activities;
- On campus clubs and events for children
- External hire and conferencing using residencies;
- Research;
- Students or trainees undertaking work placements or work based learning as part of their prescribed course;
- Staff supervision of students or trainees, as noted above;
- The activities of student societies on RVC premises;
- Staff and students bringing their own children on to campus;
- Use of on line and other media sources;

7. Roles and Responsibilities

Safeguarding is everyone's responsibility and all staff and students should remain alert and vigilant to the possibility that an individual may have been abused or be at risk of abuse and be made aware of this policy as part of their induction.

Staff must always refer to a **Designated Safeguarding Officer (DSO)** in the event they are concerned that someone is at risk of harm/abuse (see appendix 1 for details on how to make a referral). This includes anybody; staff must raise concerns if they are worried about students, colleagues, visitors, third parties (e.g. the child of a colleague). The principle aim of this policy is to prevent harm or abuse from occurring or reoccurring, no matter the relationship between the person at risk and the RVC.

All staff must speak to their manager or a DSO if they require additional support or training in relation to safeguarding and/or Prevent.

The responsibilities for each role and the reporting requirements for monitoring and evaluation purposes are outlined below:

Designated Safeguarding Officers (DSOs) are the main point of contact for safeguarding concerns or queries. The responsibilities of the DSOs includes:

- Undertaking relevant training in safeguarding and counter-terrorism/Prevent procedures and ensuring their knowledge is kept up to date;
- Acting as a point of contact for those who have concerns and need advice, receiving and recording information about concerns, risk assessing concerns raised and taking appropriate action
- Acting upon concerns swiftly and making a direct referral if there is immediate risk
- Keeping appropriate records of concerns and actions taken

The RVC Council is responsible for ensuring that, as far as is reasonably practicable, the RVC observes and implements effective safeguarding procedures, behaviours and standards.

The Director of Learning and Wellbeing will act as the Safeguarding and Prevent Lead for RVC and ensure that the RVC procedures, systems and general activities comply with current legislation and the RVC Safeguarding Children and Adults at Risk Policy.

The Deputy Director of Learning and Wellbeing/Head of the Advice Centre will act as Deputy Safeguarding Lead and Prevent Lead and is also responsible for advising on the admission and support of students under the age of 18 (in conjunction with the Head of Admissions) and monitoring the welfare of admitted students under the age of 18 (in conjunction with the relevant departments).

The Admissions team are responsible for advising on the admission and support of students who are aged under 18 (in conjunction with the Head of the Advice Centre).

The Director of HR is responsible for advising on the employment and wellbeing of staff who are aged under 18, including those on apprenticeships and work experience schemes and providing guidance as to whether or not individuals who are employed/volunteer in any capacity should be subject to a DBS check and assessment of the appropriate check.

External Relations are responsible for the co-ordination of all outreach and widening participation activity and will advise on the levels of supervision required for all on campus activity organised by RVC departments.

Managers have a duty to manage the activities for which they have responsibility in accordance with the Safeguarding Policy. This may include:

- Ensure that sufficient resources are available to support safeguarding activities within their area of responsibility including releasing staff for appropriate updating and training;
- Develop and maintain written published procedures for those areas or activities where required;
- Ensure appropriate risk assessments are undertaken for relevant activities within their department;
- Ensure appropriate DBS checks are undertaken for relevant staff/students/ volunteers within their department;
- Ensure staff understand the implications of recruiting under 18 year old staff and students;
- Monitor the welfare of staff and students in the department who are under the age of 18;
- Ensure any safeguarding concerns are reported promptly to a Designated Safeguarding Officer.

8. Prevent Duty

The Counter-Terrorism and Security Act (2015) places a statutory duty on HEPs in England, Wales and Scotland to have "due regard to the need to prevent people from being drawn into terrorism" (the Prevent Duty). The Prevent Duty applies to all people. In a safeguarding capacity the duty to protect vulnerable adults from harm extends to protecting them from involvement in groups which set out to radicalise individuals. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Training on the Prevent Strategy is provided to RVC staff. If you have a concern that someone is at risk of radicalisation or may be at risk of exploitation, harm or abuse in relation to violent extremism, you must contact the RVC Prevent Lead (Prevent@rvc.ac.uk). You must not discuss your concern with the person you are concerned about, until you have advice from the Prevent Lead. The Prevent lead will liaise with the appropriate external agencies (e.g. Channel programme) as necessary.

Note: under the Terrorism Act (2000), if you believe or suspect that another person is already engaged in illegal terrorist-related activity, you must report this to the Police.

Appendix 3 gives some examples of potential signs that someone is in danger of being radicalised. RVC has detailed information on the Prevent Duty available here

9. Raising a safeguarding concern

Concerns for the safety and wellbeing of children and adults at risk of harm or abuse could arise in a variety of ways and in a range of different settings which may not necessarily be linked to the RVC. A concern may be raised by anyone, for example:

- A child may report or display signs of abuse;
- Someone may hint that a child is at risk;
- Someone may hint that a colleague or student is an abuser;
- An individual may witness or hear about abuse in another organisation;

- An individual may be supporting an adult who indicates that other children and young people may be being abused.
- An active disclosure of abuse by the adult, where the adult tells a member of staff that they are experiencing abuse and/or neglect;
- A passive disclosure of abuse where someone has noticed signs of abuse or neglect, for example staff who notice unexplained injuries;
- An allegation of abuse by a third party, for example a family/friend or neighbour who have observed abuse or neglect or have been told of it by the adult;
- A complaint or concern raised by an adult or a third party who doesn't perceive that it is abuse or neglect. Complaint officers should consider whether there are safeguarding matters;
- A concern raised by staff or volunteers, other students or a member of the public;
- An observation of the behaviour of the adult at risk;
- An observation of the behaviour of another;
- Patterns of concerns or risks that emerge through RVC procedures e.g. SPD, complaints or appeals.

Your role, in relation to safeguarding and Prevent, is not to make a decision, judgement or any conclusion about whether harm or abuse has taken place. Your role is to refer to a designated safeguarding officer for advice or so that trained professionals can sensitively and appropriately assess the situation and respond accordingly.

It is better to refer any concern and enable a risk assessment to take place than not to make one because of uncertainty. If you are seeking advice, even if you are unsure if your concern fits within the definition of 'safeguarding', please contact a Designated Safeguarding Officer in the first instance who will be happy to advise you.

Any allegations or suspicions of abuse or concerns about the welfare of a child or adult at risk must be reported to a Designated Safeguarding Officer without delay

Where there are concerns that students may be at risk due to disclosures being received of criminal activity taking place on campus the member of staff should contact a Designated Safeguarding Officer. The Designated Safeguarding Officer will then liaise with the Safeguarding Lead who will be responsible for reporting to external agencies as appropriate.

Any allegation against a member of staff, another student or a volunteer should be reported immediately to the Safeguarding Lead. In dealing with any such allegation the RVC has a duty of care both to the child/adult at risk concerned and to the member of staff, student or volunteer against whom the allegation is made.

Where the allegations involve a member of staff the Safeguarding Lead will refer the matter to the Director of Human Resources to initiate disciplinary procedures and escalate to the Principal as appropriate.

Where allegations involve a student the Safeguarding Lead may also refer the matter to student misconduct/professional requirement procedures as appropriate.

Where a member of staff, student or volunteer is working on behalf of the RVC with young people at an external organisation the allegation should be reported using that organisation's safeguarding procedure. The member of staff, student or volunteer should also alert the Designated Safeguarding Officer that such a report has been made. The Designated Safeguarding Officer will inform the Safeguarding Lead for completeness.

10. Investigating and Recording Safeguarding Referrals
Once a safeguarding referral or concern is made, it will be discussed by the Designated Safeguarding Officer and Lead Safeguarding Officer, where appropriate in conjunction with other colleagues. The safeguarding team will then take action as deemed appropriate depending on the specifics of the situation.

The principal actions taken by the safeguarding team will be:

- To refer the safeguarding concern to the local authority in which the child or adult at risk of harm resides. The local authority then have a statutory responsibility to investigate the safeguarding concern.
- Make a Prevent referral to the local authority in which the person at risk of extremism resides.
- To liaise with the police where the report indicates criminal activity is taking place.
- If no safeguarding issue is identified but those involved would benefit from general welfare/wellbeing support they will be directed to appropriate support from the RVC Advice Centre or other external services.

In all cases it is vital that accurate records are maintained of allegations, concerns, decisions and reasons for actions. Records of subsequent actions will be kept securely and retained in line with the Data Protection Act 2018 and the RVC Data Protection Policy.

11. Reports of historical abuse
Students or members of staff may disclose that they were the subject of historical abuse by someone unconnected with the RVC. In such circumstances there is not necessarily a need for action. However, allegations of historical abuse may raise concerns that other children or young people may be still be at risk. If the individual has provided sufficient information to identify the alleged perpetrator the RVC may have an obligation to share this information with the relevant authorities. Advice about appropriate action must be sought from the Safeguarding Lead.

If an allegation of historical abuse is made against a member of staff or student of the RVC, the Safeguarding Lead will make a referral to the relevant Local Authority Children's Social Care Services department, and/or the Police where there is a significant risk of harm to a child, and take steps to initiate the appropriate staff or student disciplinary procedure.

12. General welfare concerns
Where there are emerging concerns about the general welfare of an RVC student members of staff can discuss the case with the Advice Centre and receive advice on all available support. A range of advice and support, including how to signpost students to support can be found in the Supporting Students Toolkit in the Staff Hub on LEARN. The Advice Centre may escalate the case to the Safeguarding Leads if safeguarding issues are subsequently identified.

13. Consent and confidentiality
The RVC aims to obtain consent to share information. For us and our approach to safeguarding, we will try to be led by those people experiencing or at risk of harm and abuse, wherever possible. We prefer for the person or people involved in a safeguarding referral to be engaged with it being made. However, due to the sensitivity and risk of harm involved, safeguarding issues present major challenges to consent and confidentiality; it is likely that someone being abused will fear information being passed on to others, including the police.

As part of our enrolment process, all RVC students are asked to provide an emergency contact who can be contacted where the RVC has serious concerns about their health or wellbeing. The decision to initiate contact will be made on the basis of risk in line with RVC protocol and will be made by the Director of Learning and Wellbeing/Head of the Advice Centre on a case by case basis.

If you have a safeguarding concern regarding children or adults at risk of harm or abuse, you should never give an assurance of confidentiality. Instead, you should explain that you are worried about a risk of harm/abuse and because you have a duty to protect their wellbeing and the wellbeing and safety of others, you will talk to a Designated Safeguarding Officer to seek advice.

The need to break confidentiality is rare but applies in emergency situations and/or where the welfare of another person is at risk and where it is deemed appropriate to make a referral to a Designated Safeguarding Officer regardless of consent, in order to protect the wellbeing and human rights of a person or people.

If you are worried about whether it is appropriate or not to break confidentiality, please contact a Designated Safeguarding Officer, who can initially discuss your concerns anonymously.

There may be exceptional circumstances where it is not possible or practical to inform the person making the disclosure that the information will be passed on e.g. if by doing this the safety of others might be put at risk or if it would impede the investigation of a crime. In such cases, speak to a DSO for advice.

Only those who need to know, from a professional perspective, will be informed or receive written information about allegations; these issues are governed by legislation relating to confidentiality, human rights and data protection.

14. Emergency situations

In a situation where it is believed that someone is at immediate risk to themselves or others the Emergency Services should be contacted by dialling 999. If the incident is on campus Security should also be contacted to inform them of the incident and action taken (by dialling 6258 at Hawkshead or 5121 at Camden). It is essential to call Security so that they can facilitate the arrival of the emergency services onto campus and complete relevant paperwork pertaining to the incident to ensure appropriate follow up.

Security will keep a record of the details of the incident and action taken by the Emergency Services, in accordance with agreed reporting protocols, and pass this incident report on to the Director of Learning and Wellbeing and Head of the Advice Centre.

The Director of Learning and Wellbeing and Head of the Advice Centre will ensure that contact is made with those involved to monitor developments and offer additional support. If appropriate, the student's tutor/year leader or course director will be informed so that arrangements can be made for academic matters, for example, if the student needs to take some time away from their studies for recuperation.

15. Assessment and management of risks when organising activities

The RVC encourages activities which engage children and young people as part of its commitment to Community Engagement and Widening Participation. It is intended that this policy supports these activities and offers assurances to staff, students, volunteers and visitors that through appropriate implementation, the RVC seeks to safeguard and protect

children and vulnerable adults and to keep them safe from harm when in contact with RVC students and staff (whether acting in a paid or unpaid capacity).

All staff and/or students who intend to, or may be put in a position of, working with children or vulnerable adults should ensure that they understand this policy and its implications prior to commencing any programme, event, visit, work experience or other activity.

It is the duty of the person who is supervising the activity to complete a risk assessment before any new activity is embarked upon that involves any form of contact with children or adults at risk, or before admitting or employing any individual less than 18 years of age.

It is the responsibility of the relevant Senior Manager to ensure that an appropriate risk assessment has been completed before any such activity is undertaken. It is the responsibility of Managers to ensure that a risk assessment is completed before offering work experience and apprenticeships or before employing an individual under the age of 18.

If an activity is undertaken in conjunction with another organisation, there must be a written agreement as to whose responsibility it is to undertake the risk assessment, and effect the control measures identified, and both parties should have copies.

Risk assessments will consider all aspects of health and safety (fire, security etc.) as well as practical arrangements such as transport. Further guidance on risk assessments is available from the RVC Health and Safety team.

All those involved in the undertaking of risk assessments should be aware that the assessment is not only a way to ameliorate, mitigate or remove any potential risks but may also be a prompt to consider alternative working practices. Risk assessments should encompass all aspects of health and safety as well as transport and safe meeting and collection of children and young people.

It is essential that the control measures that are identified during the risk assessment are communicated effectively to those persons tasked with their implementation, and that the actual implementation of the control measures is taking place.

All staff and students that intend or may be tasked with working with children, young people or the vulnerable should ensure that they understand the implications of this policy before commencing any activity.

16. Checking of staff and students

The RVC is committed to equal opportunities and aim to provide a supportive and positive environment and has a responsibility to provide a safe environment for our staff, students, visitors and local community. The RVC will take all appropriate steps to ensure that unsuitable people are prevented from working with children and adults at risk.

Where it has been identified that staff or students are likely to have regular contact with children (or may work alone with a minor for any length of time), young people or vulnerable adults, DBS checks will be required in line with RVC's DBS procedures (further details available from Human Resources).

RVC's Admissions Policy sets out the requirements for applicants with criminal convictions who apply to study at the RVC.

17. Arrangements for Applicants/students who are under 18

The majority of students at RVC are 18 or above, and the academic life and social environment of the RVC reflects this. However, we recognise that some individuals who have already met the entry requirements for the programme are in a position to commence their studies at a younger age.

The RVC strongly recommends that applicants who will be under 17 years of age on entry consider carefully whether they would be able to benefit fully from the educational and social opportunities which are on offer.

Applicants who will be under 18 years of age on the published start date of the programme, and their parents and guardians, must complete an Under 18 Agreement as a condition of offer which confirms:

- that they understand the nature of the RVC and the programme, the circumstances in which the individual would be studying and living, and the limitations of the RVC's supervisory role;
- that the contractual arrangements for the individual to study at the RVC are underwritten by a qualified person of adult status;
- that arrangements would be in place to support the individual in an emergency, including the existence of a qualified person in the UK willing to act as guardian;
- that the individual will obey the restrictions that English law places on minors.

Under the Data Protection Act 1998, students (including those under the age of 18) have the legal right for information about them not to be disclosed without their consent. Accordingly, unless this explicit consent is granted, the RVC is unable and will not give information to parents regarding any student's progress, results or personal circumstances. This applies to all students regardless of age.

Although we acknowledge that anyone under the age of 18 is legally a child, and may have additional needs for support and welfare, the RVC will not take on the usual rights, responsibilities and authority that parents have in relation to a child and it will not act in 'loco parentis ' in relation to students under age 18. The RVC also will not assume responsibility for any students' acts or omissions.

The RVC wants all students to have the best possible experience while studying at the RVC. This is a hugely formative and exciting time for young people. For any students under the age of 18, we will take additional steps to safeguard their health, safety and welfare.

This will normally include:

- The names of under 18 year old students will be communicated in confidence by Admissions to the relevant academic department, Accommodation Services, Academic Registry and the Advice Centre.
- Through notification to the academic department, the personal tutor will be made aware of the name of the under 18 student(s) and will meet with the student at regular intervals, agreed by the student and tutor, to discuss his or her studies
- A member of Advice Centre staff will meet with students under the age of 18 at regular intervals, agreed by the student and member of staff, to discuss his or her wellbeing and living arrangements

Under the Sexual Offences (Amendment) Act 2000, it is a criminal offence for any person in a position of trust (which may include members of RVC staff) to engage in sexual activity with someone who is under 18 years of age.

18. Training and Support

The RVC will provide appropriate guidance and training on this policy including training for Designated Safeguarding Officers and the Safeguarding Leads. Staff will be provided with awareness raising training and an introduction to the Safeguarding Policy and associated procedures.

19. Breaches of this policy

Breaches of this policy and/or allegations of misconduct and/or abuse of children or vulnerable adults may result in the RVC invoking its Misconduct/Disciplinary Procedures in respect of staff or students.

Appendix 1 – Who to contact and how to report concerns

Please remember it is essential to raise all concerns, however unsure you are. It is not the job of the RVC to draw conclusions but to allow trained professionals to sensitively and proportionately intervene as necessary, to protect the safety and health of those at risk.

Who to contact?

If you have a concern that someone is at risk of radicalisation or may be at risk of exploitation, harm or abuse in relation to violent extremism, you should contact the RVC Prevent leads on Prevent@rvc.ac.uk

If you have any other safeguarding concerns then you should contact a Designated Safeguarding Officer and provide the following information

- The name of the person you're worried about (if known)
- The name of anyone else involved (if known), e.g. witnesses
- If you have it, any more information about the person you're worried about e.g. their age, sex, religious affiliation, whether they have a disability
- What it is that has worried you, for instance what you heard, observed or something that was reported to you by someone else
- Any relevant dates or times
- Details of any actions you (or others) have already taken
- Whether the person you are concerned about knows you are contacting a DSO (NB. In the case of Prevent concerns, do not discuss your concern with the person you're concerned about before seeking advice from the Prevent Lead)

Designated Safeguarding Officers

For safeguarding issues relating to RVC students
Steve Short – Deputy Director of Learning and Wellbeing/Head of the Advice Centre, sshort@rvc.ac.uk
Student Wellbeing Advisers, advice@rvc.ac.uk

For safeguarding issues relating to outreach, community engagement and work experience activities
External Relations

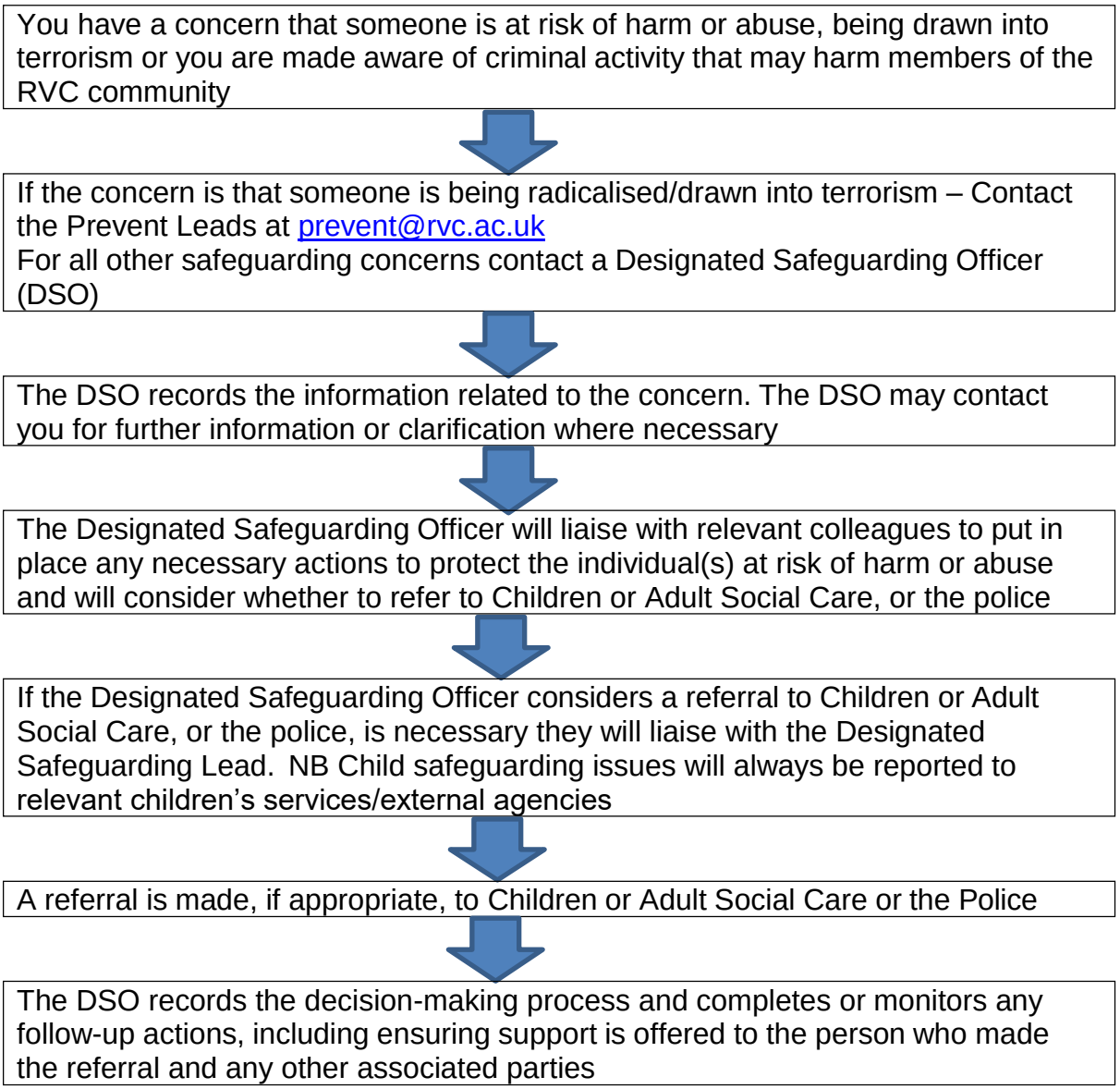
Safeguarding Lead/Prevent lead – Michele Milner, Director of Learning and Wellbeing

Deputy Safeguarding Lead/Prevent lead – Steve Short, Deputy Director of Learning and Wellbeing/Head of the Advice Centre

Appendix 2 - Reporting process flowchart

If there is an immediate risk of harm to the individual or others then you should contact emergency services on 999 and inform RVC Security on 6258 (Hawkshead) or 5121 (Camden) to inform them of the incident and action taken. They will facilitate access for the emergency services and document the incident which will then be passed on to the Head of the Advice Centre for follow up.

Where there is not an immediate risk of harm to self or others please follow the process below:



Appendix 3: Indicators of abuse or neglect

3.1 General indicators of abuse and neglect which may suggest signs of abuse and neglect include:

- Unexplained injury or injury inconsistent with explanation
- Any allegation of mistreatment
- Refusal to discuss injuries / fear of medical help
- Sudden and / or significant change in behaviour
- High levels of stress or anxiety, e.g. self-harming behaviour
- Unexplained change in presentation
- Inability to establish or maintain social relationships or activities
- A sharp reduction in skills, concentration, communication skills and ability to learn
- Marked change in relationships
- Lack of trust and low self-esteem.

More detailed information of indicators of abuse can be found in Table 1

Evidence of any one indicator from table 1 and lists should not be taken on its own as proof that abuse is occurring. However, it should alert staff to make further assessments and to consider other associated factors. The lists of possible indicators and examples of behaviour are not exhaustive and people may be subject to a number of abuse types at the same time. It is important to note that harm / abuse can:

- Consist of a single act or repeated acts;
- Comprise multiple acts e.g. neglects and financial abuse at the same time for an adult at risk;
- Be intentional or unintentional or result from a lack of knowledge
- Be an act of neglect, an omission or a failure to act;
- Cause harm temporarily or over a period of time;
- Occur in any relationship;
- Be perpetrated by anyone, individually or as part of a group or organisation;
- Often constitute a crime i.e. physical, sexual abuse, e.g. downloading or downloading or using pornographic images of children and/or storing them on computer equipment.

3.2 Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Factors which are considered when determining whether an individual may be vulnerable to involvement with terrorism are broadly described as:

- Identity crisis – distance from cultural/religious heritage and uncomfortable with their place in the society around them.

- Personal crisis – family tensions, sense of isolation, low self-esteem, dissociating from existing friendships, searching for answers to questions about identity, faith and belonging
- Personal circumstances – poverty, deprivation, local community tensions at home, alienation from UK values.
- Unmet aspirations – perceptions of injustice, feeling of failure, rejection of civic life.
- Criminality – victims of hate crime/discrimination, previous involvement with criminal groups, experiences of imprisonment, poor re-settlement/reintegration.

Staff or students may be concerned about someone due to changes in behaviour or appearance. For example:

- An individual may stop contact with peers and only be interested in contact with members of a particular ideological group;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- communications with others that suggest identification with a group/cause/ideology
- attempts to recruit others to the group/cause/ ideology
- A quickness to anger, intolerance, close mindedness
- An individual may condone violence in support of their espoused ideology.
- Isolation
- Physical changes – tattoos, clothing etc

There may be many reasons for such changes which is why a safeguarding approach should be adopted as this enables relevant services within and outside the RVC to identify an individual's needs and vulnerabilities. This includes deciding whether the Channel Process may be of benefit to the individual.

Table 1 - Types of abuse and indicators that abuse is taking place

TYPE OF ABUSE	DEFINITION AND EXAMPLES	SIGNS WHICH MIGHT INDICATE THIS ABUSE IS TAKING PLACE
DISABILITY HATE CRIME	The Criminal Justice System defines a disability hate crime as 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 disability or perceived disability. The Police monitor five strands of hate crime, Disability; Race; Religion; Sexual orientation; Transgender.	
DISCRIMINATORY	Can manifest itself in many ways however it is motivated by unfair and inappropriate attitudes, feelings or behaviour towards an individual due to their race, gender, religion, age, sexuality or disability. It can take include serious, repeated or pervasive discrimination, which leads to significant harm or exclusion from mainstream opportunities or provision of poor standards of service/care.	An individual or group receive less favourable treatment, or opinions expressed include stereotypical views. Communications with or about people include labelling, offensive language, graffiti.
DOMESTIC ABUSE	Includes psychological, physical, sexual, financial, emotional abuse and so-called 'honour'-based violence committed by a family member, carer or intimate/ex-partner, regardless of gender or sexuality. It can be controlling, coercive, threatening behaviour which implies that violence might occur or may have already occurred.	Similar to evidence in relevant categories above and below plus fear of outside intervention, isolation – not seeing friends and family, limited access to money
FEMALE GENITAL MUTILATION (FGM)	Involves procedures that intentionally alter or injure female genital organs for non-medical reasons. The procedure has no health benefits for girls and women. The Female Genital Mutilation Act (2003) makes it illegal to practise FGM in the UK or to take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in another country.	
FINANCIAL	The use of a person's property, assets, income, funds or any resources without their informed consent or authorisation; it may include theft, fraud, internet scamming, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse of misappropriation of property, possessions or benefits.	Inability / non payment of bills, disappearance of money, property or financial documents

	Theft, fraud, exploitation, pressure in connection with wills, property, inheritance or financial transactions, misuse or misappropriation of property, possessions or benefits (including “borrowing”)	
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. In a situation where there is concern that an adult is being forced into a marriage they do not or cannot consent to, there will be an overlap between action taken under the forced marriage provisions and the adult safeguarding process. In this case action will be co-ordinated with the police and other relevant organisations. The police must always be contacted in such cases as urgent action may need to be taken. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. In addition, Part 4A of the Family Law Act 1996 may be used to obtain a Forced Marriage Protection Order as a civil remedy.	
GROOMING AND EXPLOITATION	Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, exploitation or trafficking. Exploitation is the deliberate maltreatment, manipulation or abuse of power and control over another person; it is taking advantage of another person or situation usually, but not always, for personal gain. Exploitation may include slavery, being controlled, forced or compulsory labour, domestic violence, sexual violence and human trafficking.	Indicators could include: • Marked change in relationships • Seeks approval from someone else before making decisions • Allows someone else to speak for them or make decisions for them • Sudden change in views, beliefs • Unexplained change in presentation • Unexplained change in material circumstances.
HATE CRIME	The police define Hate Crime as ‘any incident that is perceived by the victim, or any other person, to be racist, homophobic, transphobic or due to a person’s religion, belief,	

	gender identity or disability'. It should be noted that this definition is based on the perception of the victim or anyone else and is not reliant on evidence. In addition it includes incidents that do not constitute a criminal offence.	
HONOUR BASED VIOLENCE	Will usually be a criminal offence, and referring to the police must always be considered. It has or may have been committed when families feel that dishonour has been brought to them. Women are predominantly (but not exclusively) the victims and the violence is often committed with a degree of collusion from family members and/or the community. Some of these victims will contact the police or other organisations. However, many others are so isolated and controlled that they are unable to seek help. Adult safeguarding concerns that may indicate honour-based violence include domestic violence, concerns about forced marriage, enforced house arrest and missing person's reports. If an adult safeguarding concern is raised, and there is a suspicion that the adult is the victim of honour-based violence, referring to the police must always be considered as they have the necessary expertise to manage the risk.	Similar to evidence in relevant categories above and below plus fear of outside intervention, isolation – not seeing friends and family, limited access to money
HUMAN TRAFFICKING	Trafficking is when people are illegally transported from one country or area to another, typically for the purposes of forced labour or commercial sexual exploitation.	
MATE CRIME	A 'mate crime' as defined by the Safety Net Project is '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 often difficult for police to investigate, due to its sometimes ambiguous nature, but should be reported to the police who will make a decision about whether or not a criminal offence has been committed. Mate Crime is carried out by someone the adult knows and often happens in private	
MODERN SLAVERY	Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to	Informal fostering arrangements, unexplained occupants within home. People

	coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.	not registered with doctors, dentists, benefits agency.
NEGLECT	Ignoring medical or physical needs, failure to provide access to appropriate health or social care or education services, the withholding of the necessities of life, such as adequate nutrition and heating	Absence of food, heat, hygiene, clothing, comfort, weight loss or gain, poor hygiene, deterioration in health, isolation from services and activities
ORGANISATIONAL ABUSE	Is the mistreatment, abuse or neglect of an adult by a regime or individuals in a setting or service where the adult lives or that they use. Such abuse violates the person's dignity and represents a lack of respect for their human rights	
PSYCHOLOGICAL	Emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse such as shouting and screaming, isolation or withdrawal from services or support networks	Withdrawn, depressed, cowering & fearfulness, change in sleep patterns, agitation, confusion, change in behaviour, change in appetite / weight, avoidance of a particular person or change in behaviour around a particular person
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	Weight loss/weight gain. Change in physical appearance, unclean, unkempt, body odour. Home unclean or cluttered. Refusing services or access to home. Avoiding people.
SEXUAL	Forcing or enticing a person to take part in sexual activities, whether or not they are aware of what is happening; this may involve physical contact, including penetrative or non-penetrative acts. This may include involving children and vulnerable adults in looking at, or the production of, pornographic material or encouraging children/vulnerable adults to behave in sexually inappropriate ways. It also includes situations where the individual does not have the capacity to consent or has been coerced because the other person is in a position of trust, power or authority.	Change in behaviour, withdrawn, overt sexual behaviour / language, avoidance of certain individuals or everyone of a particular gender, dressing down or dressing to please the abuser, decline in personal hygiene

SEXUAL EXPLOITATION	is a form of sexual abuse, where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or vulnerable adult into sexual activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. Sexual exploitation may occur even if the activity appears consensual, and it can occur through the use of technology.	

Appendix 4 - Safeguarding behaviours for working with Children, Young People and Vulnerable Adults

The following guidance applies to all RVC staff and students working with children and students under the age of 18, or vulnerable adults, whether acting in a paid or unpaid capacity.

1. Avoid unnecessary physical contact. If physical contact is necessary e.g. for demonstration purposes, ensure it takes place only with the full consent of the student and that its purpose is clear.

2. Avoid being alone with a child, young person or vulnerable adult alone (including in a vehicle on journeys, however short). Plan to ensure you are always at least within sight or hearing of others.

3. Do not take a child or vulnerable adult to the toilet unless either another adult is present

4. Avoid close personal relationships with a child, young person or vulnerable adult in relation to whom you are in a position of trust. Do not meet any young person met through your employment, outside this role.

5. Do not make suggestive or inappropriate remarks to or about a child, young person or vulnerable adult, even in fun, as this could be misinterpreted. Ensure that language and conversation are appropriate within hearing distance of young people, and be aware of your own behaviours around them (e.g. not smoking or drinking alcohol).

6. If a child, young person or vulnerable adult accuses a student or member of staff of abuse or inappropriate behaviour, you should report this immediately to a Designated Safeguarding Officer in line with this policy.

7. The duty to report applies equally to complaints or accusations of historic, and not just recent, abuse/inappropriate behaviour.

8. If you are the recipient of any complaint or accusation from a child, young person or vulnerable adult, it is important to listen without making or implying any judgement as to the truth of the complaint or accusation.

9. If a child, young person or vulnerable adult makes a complaint, or if there are other reasons for suspecting abuse, you should not attempt to investigate this yourself, but should report your concerns to the Designated Safeguarding Officer.

10. Participate in the training available to you to support you in your work with children, young people and vulnerable adults.

11. Remember that those who abuse children, young people and vulnerable adults can be of any age (even 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.

12. Good practice includes valuing and respecting children, young people and vulnerable adults as individuals, and the adult modelling of appropriate conduct – which would exclude bullying, aggressive behaviour and discrimination in any form.

13. Those dealing with any allegations of abuse or misconduct should adhere to the principles set out in the Policy. Any information received should be acted upon sensitively, effectively and efficiently. Wherever possible, those making allegations should be given information about the outcome.

14. Allegations should be reported and dealt with on a "need to know" basis. Any documentation that contains personal data including allegations or action taken will be processed in line with the Data Protection Act 2018 including where appropriate disclosure to third parties. All allegations should be handled in line with RVC Data Protection Policies.

15. Do not take photos of children or vulnerable adults without parent/carer consent.

16. Do not allow individuals who have not completed the appropriate checks & processes to gain access to children, young people and vulnerable adults.

4.1 Online guidance

- Adhere to all policies and guidance on IT and social media use.
    - Student Social Media Policy
    - Social Media Policy
    - IT Acceptable Use Policy
- Contact with children and vulnerable adults online should only be for work purposes and with the knowledge of your line manager, and the consent of the participants' parent/carer.
- When communicating with children or vulnerable adults online, observe the same rules of behaviour as if speaking with them in person (e.g. respectful), and follow the same guidance for reporting concerns above.
- Contact with children and vulnerable adults online must not be private e.g. monitored by another member of staff.
- Do not give personal contact details to any child or vulnerable adult (e.g. phone number, address, social media accounts) or communicate privately outside the agreed monitored channels for your work (e.g. your organisational email address, work phone).
- Use appropriate settings to ensure privacy and safety e.g. prevent screen sharing/unmuting, disable private chats, require a password for access.
- Ensure participants are aware of how to report any inappropriate content.

Appendix 5 - Guidance on receiving a disclosure

If a child or adult discloses that they are experiencing abuse or harm or if there are suspicions a child or adult is at risk of abuse or harm consider the following:

- **Do** listen patiently
- **Do** be supportive
- **Do** stay calm
- **Do** take what the person says seriously and be prepared to believe them
- **Do** show concern (but realise that touching may not be appropriate)
- **Do** reassure the person that telling is the right thing to do
- **Do** explain what you are going to do next, i.e. that disclosure of relevant information may need to be made to the Designated Safeguarding Officer
- **Do** complete the referral to a Designated Safeguarding Officer including recording the context (date, time, place) and what you have seen (if anything) and a factual account of your conversation with the individual as soon as possible. Try to use the persons own words to describe what happened.
- **Do not** comment, or judge what the person is telling you
- **Do not** appear horrified, disgusted or laugh
- **Do not** ask leading questions or put words in their mouth
- **Do not** pressurise the individual for more than they wish to tell you
- **Do not** dismiss what they have told you, for any reason
- **Do not** promise to keep this a secret
- **Do not** make assurances such as “everything will be ok” or “now that you have told someone this will never happen again”
- **Do not** tamper with or remove possible forensic evidence even with the best of intentions e.g. to help them feel clean and comfortable. This may be critical if there is legal action later
- **Do not** put opinions in your report – write facts only
- **Do not** warn or confront the alleged abuser
- **Do not** discuss the disclosure with anyone other than the Designated Safeguarding Officer and other relevant personnel.

Appendix 6 – Case Studies - Taken from Advance HE 'Getting to grips with Safeguarding: A guide for Governors'

Case study: identifying a safeguarding issue Wendy, a mature student, approaches her university's welfare team and discloses that her live-in partner is very controlling, restricts her access to finances and dislikes her making new friends. The tearful student also admits that occasionally her partner can be violent towards her. The welfare advisor supports the student by providing Wendy with advice and guidance, and helps her to understand all of her options for managing the situation. Wendy knows she could go to the police and that there is excellent support from a local specialist charity. Wendy is also made aware of all the support the university can offer her. The welfare adviser is very clear that Wendy will be supported in whatever decision she makes, but that it has to be Wendy's own decision.

While Wendy is in a difficult situation, legally this is not considered a safeguarding situation because Wendy is not under 18 or a vulnerable adult as defined by safeguarding legislation. However, if Wendy had a child living with her – whether a 17 year old or a three year old – then this does become a child safeguarding issue. Although HEPs do not have a statutory duty to report, the individual dealing with the case may feel an ethical or moral obligation to do so. Again, although not a statutory requirement, it can be useful for HEPs to have procedures in place about informing relevant external parties (for example, local social services). Considering domestic or sexual violence solely in terms of how it impacts on the welfare of a specific adult would be very likely to lead to important child safeguarding issues being overlooked.

Case study: safeguarding v duty of care
Emma, a history student, is seeing a university counsellor. She discloses that she has been self-harming by cutting and has had suicidal thoughts ideation. The counsellor works on a safety plan with Emma. Emma's university flatmates contact the accommodation manager to say that on three occasions Emma has cut herself and bled in shared areas of the flat. The students tell the manager that Emma has talked to them about "ending it all". The students have been very supportive of Emma, and have taken her to A&E, and sat with her, on a couple of occasions. The students say that Emma's behaviour is impacting on their own wellbeing, and ask the university to intervene.

Emma continues to be supported by her counsellor and is also linked into local NHS mental health services. While receiving appropriate support, her self-harming behaviour continues and the impact on her flatmates increases. The university initiates its Fitness to Study process as a supportive mechanism, detailing clear actions, behavioural expectations and support for Emma. Emma is made aware that if her behaviour does not change, her case may be considered at a higher level of the Fitness to Study policy, which might see her being required to take a break from study.

This difficult example, familiar to HEP student support staff, highlights the multiple ethical and moral responsibilities on the part of the HEP. Emma may be vulnerable given her mental health condition, but because a HEP is not a provider of health and social care under the Care Act 2014, the HEP does not have any statutory safeguarding obligations. The HEP has a Fitness to Study policy, by which it undertakes as a matter of contract to intervene when a student is too ill to study. The HEP is not causing the student's self-harming and is not responsible in a legal sense, other than to apply the Fitness to Study policy.

However, the HEP does need to ensure that it is providing appropriate support, which may be confined to signposting all students involved in the case to other appropriate professional services, and applying its policies consistently – in this case, Fitness to Study.