

# *SP-004 Safeguarding Adults Policy*

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# Resurgo Trust Safeguarding Adults Policy

## Policy Statement

Resurgo Trust is concerned with the wholeness of each individual. It is the responsibility of all staff and volunteers to work with adults with care and support needs to keep them safe from abuse or neglect. It is an important part of the work of Resurgo Trust and a key responsibility of local authorities. Our aim is to facilitate each young person, to reach their potential and enjoy fullness of life.

Resurgo Trust has a statutory and moral duty to ensure we safeguard and promote the welfare of adults who avail of our services.

This Policy should be read in conjunction with the Resurgo Trust Code of Conduct.

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## 1. Introduction

All persons have the right to live their lives free from violence and abuse. Resurgo Trust respects peoples' needs for personal safety and recognises its responsibility to protect the people who use our services from abuse.

Resurgo Trust will seek to prevent abuse and where there is a suspicion of or actual abuse the Safeguarding Adults Policy will be used to identify and investigate this. The policy will be implemented to support the person who might have been abused and will be applied to assess the behaviour of the person whose conduct is in question.

Resurgo Trust will ensure that adults who may be in vulnerable circumstances and at risk of abuse or neglect have equal rights to protection under the law and have access to appropriate legal advice. In these cases, Resurgo Trust will work closely with local services must work together to spot those at risk and take steps to protect them.

Resurgo Trust will ensure that all staff are aware of this policy and a copy of this will be kept in the 'Policies' file on the R: drive for staff reference.

Resurgo Trust staff induction and training programme will include the Safeguarding of Adults and how to respond to and, where appropriate, manage cases of actual and alleged abuse.

### 1.1 Principles underpinning safeguarding work

**Empowerment:** Person-led decisions, informed consent, enhancing individual's involvement

**Prevention**

**Proportionality** - Proportionate and least intrusive response appropriate to the risk presented.

**Protection** - Support and representation for those in greatest need.

**Partnership** - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

**Accountability** - Accountability and transparency in delivering safeguarding.

## 1.2 Adults at Risk (Vulnerable Adults)

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 regardless of whether the adult lacks mental capacity or not) and;
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Where someone is 18 or over but is still receiving children's services and a safeguarding issue is raised, the matter should be dealt with through adult safeguarding arrangements.

However, the level of needs is not relevant, and the young adult does not need to have eligible needs for care and support under the Care Act, or be receiving any particular service from the local authority, in order for the safeguarding duties to apply – so long as the conditions set out in the bullet points above are met.

## 1.3 Mental Capacity Act

People must be assumed to have capacity to make their own decisions and be given all practicable help before anyone treats them as not being able to make their own decisions. Where an adult is found to lack capacity to make a decision then any action taken, or any decision made for, or on their behalf, must be made in their best interests.

## 1.4 Definitions of Abuse

The most common forms of abuse are:

- Physical
- Domestic Abuse
- Psychological or emotional
- Sexual
- Financial and material
- Modern slavery
- Discriminatory
- Organisational/Institutional
- Neglect and Acts of Omission and Self-Neglect

Any or all of these categories of abuse may be perpetrated as a result of deliberate intent, negligence or ignorance. The existence of any one factor from the check list set out above should be seen in itself as an indicator that abuse may be occurring.

In all cases of alleged abuse a multi-agency strategy meeting will be held and chaired by the lead person on Safeguarding Adults in the local authority. This is important in particular to allow for the exclusion of the possibility that physical or mental signs and behavioural changes are indicative of physical or mental illness rather than of mistreatment or abuse, and to establish whether the allegations are misconceived or in rare cases mischievous.

Some people may reveal abuse themselves by talking about or drawing attention to physical signs. Where speech is not the chosen form of communication for an individual, they may use certain actions or gestures to indicate this. Staff and carers need to be alert to these signs and consider what they may mean.

**Physical Abuse** – the use of force which results in pain or injury or a change in the person's natural physical state or the non-accidental infliction of physical force

that results in bodily injury, pain or impairment.

It includes assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.

**Domestic Abuse** – any incident or pattern of incidents of controlling, coercive or 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.

It includes psychological, physical, sexual, financial, emotional abuse; so called ‘honour’ based violence female genital mutilation (FGM) and forced marriage.

**Psychological or Emotional Abuse** – behaviour that has a harmful effect on an adult’s emotional health and development or any other form of mental cruelty that results in:

- Mental distress
- The denial of the individual’s human civil rights including freedom of expression, privacy and dignity
- The negation of the person’s choices, a harmful effect in a person’s emotional health and development

It includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

**Sexual abuse** is the involvement of a person in sexual activity or a relationship which they do not want, have not consented to, do not understand and for which they lack the capacity to give consent and/or which they have been coerced into because, for example, the other person is in a position of trust, power or authority. This includes a care-giving situation, a family or other power relationship including trusted friends, a neighbour, a volunteer or paid carer.

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

Sexual activity or relationships between a member of staff and a service user are not permitted and will be deemed to be abusive. Such a relationship will be considered to be gross misconduct and will lead to disciplinary proceedings (which may result in dismissal) and possible criminal charges.

**Financial and material** – when an individual’s funds or resources are being used inappropriately by a third party without their sanction.

It includes theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

**Modern slavery** – captures a whole range of types of exploitation, many of which occur together. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

It includes slavery, human trafficking, sexual exploitation, forced labour, criminal exploitation, domestic servitude, organ removal; forced begging; forced benefit fraud; forced marriage and illegal adoption.

**Discriminatory Abuse** – discrimination on the basis of race, religion or belief, gender, age, sexuality, disability, language or culture. Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. It can include the exploitation of a person’s

vulnerability, resulting in repeated or pervasive treatment of an individual, which excludes them from opportunities in society e.g. education, health, justice, civic status and access to services and protection.

It includes forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

**Organisational/Institutional Abuse** – the mistreatment or abuse of vulnerable persons by a regime or individuals within an institution.

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

**Neglect and Acts of Omission** – the repeated deprivation of assistance that the vulnerable adult needs for important activities of daily living, including the failure to intervene in behaviour which is dangerous to the vulnerable people or to others.

It includes ignoring vulnerable adult's medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

**Self-Neglect** – any failure of a vulnerable adult to take care of him/ herself that causes, or is reasonably likely to cause within a short period of time, serious physical, mental or emotional harm or substantial damage to or loss of assets.

It includes behaviours such as hoarding, unkempt appearance, neglecting to care for one's personal hygiene, health or surroundings, inability or unwillingness to take medication or treat illness or injury.

Incidents of abuse may be one-off or multiple, and affect one person or more. Professionals and others should look beyond single incidents or individuals to identify patterns of harm.

### **1.5 Other factors to be taken into consideration include:**

- Abuse can occur in any relationship (even if apparently friendly) and may result in significant harm or exploitation.
- Abuse may consist of isolated incidents or may be gradual or pervasive ill treatment.
- It can sometimes be difficult to determine whether a particular act or omission is abusive. In particular it can be difficult deciding between abuse and what could be described as neglect or poor professional practice.
- It is important to look beyond the single incident or breach in standards to underlying dynamics and patterns of harm
- One person or more than one person in a continuing relationship or service context may be the subject of abuse.
- Young people are particularly vulnerable to abuse online, and so additional safeguards will be employed to protect against this when working in an online context – see Guidance for Online Working statements for staff and trainees.

## 2 Prevention of Abuse - Resurgo Trust's position

### 2.1 General

The primary aim of Resurgo Trust is to prevent any abuse of service users (howsoever defined) before it occurs. Resurgo Trust has a duty to ensure that as far as possible our work is informed by preventative practices and strategies.

- We provide accessible information for users, carers and the general public on raising concerns and making complaints.
- Resurgo Trust ensures that staff have an awareness of the possibility of abuse and that they receive training. Procedures are in place to address any disclosure of abuse by a vulnerable adult and these procedures are compatible with the Multi-Agency Safeguarding Vulnerable Adults Guidelines
- Resurgo Trust ensures the identification of vulnerability and an assessment of the risk of abuse is integrated into assessment practices and into risk assessment protocols.
- Resurgo Trust encourages good communication between staff and managers and between service users, relatives and other professionals and fosters "an open culture" in the organisation.
- Resurgo Trust ensures that staff understand their duty to report concerns to their Line Manager and know about and understand the protocol for sharing of information.
- Safeguarding Vulnerable Adults is included in induction and training, and staff receive regular supervision at all levels of the organisation.

Line Managers ensure that staff are trained to:

- Identify vulnerable people who are particularly at risk from abusers
- Recognise risks from different sources and in different situations
- Recognise abusive behaviour in other service users, colleagues and family members
- Know about the route for making a referral and channels of communication within and beyond the organisation

Line Managers will also ensure that staff are aware of the protection for the "whistleblower". Please refer to the Whistleblowing Policy.

### 2.2 Staffing

- All staff are required to take Vulnerable Adults Safeguarding training.
- All coaches must acquire an Enhanced Level DBS Disclosure, giving photographic and other evidence of identity and including a formal declaration of any criminal convictions. Having a criminal record will not necessarily bar a potential member of staff from working with us. This will depend on the nature of the position and the circumstances and background of the offences.
- In as far as is possible, an adult is not left alone with a Trainee where there is little or no observation by others e.g. groups working in one larger room, or a joining room, with the doors left open.
- For any online sessions, all group sessions will involve two members of staff, and any one to one sessions will be either done using audio or they will be recorded with consent from the trainees.

- Coaches are aware that they must not allow unknown adults access to the Trainees.
- Coaches will inform trainees in their first 1-1 about how to raise a safeguarding concern both outside of the training room or within the virtual training room, and will share the below numbers with them:



**Safeguarding officer:**  
Clemmie Reed - **07816 464545**

**Childline (confidential support):**  
**0800 1111**

### 2.3 Temporary Visitors

All visitors must be accompanied by a known person. A Spear coach must be present at all times during classroom visits with young people.

### 2.4 Guidelines for volunteers

All volunteers will be asked to follow the guidelines below:

- All volunteers should meet the young person they are helping in a public place such as a café or under supervision, as at Mock Interviews, or if meeting using video conferencing, a member of staff will be present at the first meeting and then all future meetings will be recorded or audio only as at 2.2 above.
- If meeting in person, the volunteer should ensure that a situation does not arise where you find yourself alone with the young person, and make sure the young person knows that others are on the premises.
- All volunteers supporting with Spear Digital must sign the Resurgo Trust Volunteer Agreement and follow the staff guidelines for online working. If they are going to be working with a trainee 1:1 on an ongoing basis, they are required to submit 2 references.

### 2.5 Interacting with Trainees

- Treat all Trainees with respect
- Watch your speech, tone of voice and body language
- Never use physical punishment when disciplining Trainees
- Respect Trainees' privacy whilst washing or toileting
- Don't show favouritism to any one Trainee
- Don't discriminate on the basis of race, religion, gender, sexual orientation or disability

- Don't scapegoat, ridicule or reject a Trainee
- Don't play rough physical or sexually provocative games
- Don't let Trainees involve you in excessive attention seeking that is overtly sexual or physical in nature.
- Don't touch a Trainee inappropriately, intrusively, or in a way that may cause them offence.
- Don't make sexually suggestive comments about or to a Trainee, even "in fun".
- Don't permit abusive peer activities e.g. bullying, ridiculing, initiation ceremonies
- If you see another worker acting in ways that might be misinterpreted, speak to them or your Line Manager about your concerns.
- If working online, ensure that you, colleagues and trainees follow the guidelines for online working at all times.

## 2.6 Guidelines for Behaviour Management

Do's and Dont's of Behaviour Management in working with Trainees

- Be insistent, consistent and persistent.
- Never smack or hit a Trainee.
- Discipline out of love and never anger (call on support from other trainers if you feel you may deal with the situation unwisely in your anger).
- Do not shout in anger or put down a Trainee. Lay down ground rules e.g. no swearing, no racism, or calling each other names, having respect for the property.
- Keep the ground rules simple and clear, and make sure the Trainees understand what procedures will be taken if they are not kept.
- Talk to a Trainee away from the group not publicly (explain what they have done wrong, encourage remorse - leave them on a positive note).
- If working online and you need to have a behaviour management conversation with a Trainee, have a 1-1 conversation in a breakout room - this needs to be recorded and kept OR mute video and audio to make a call to them.
- Never reject a Trainee, just the behaviour (assure the Trainee that you want them but you are not willing to accept their behaviour).

Each Trainee is unique, special and individual, and each needs a different method of being dealt with. We therefore need to ask ourselves 'Why is the Trainee behaving like that?'

- What is the best method for disciplining and encouraging that Trainee?
- Work on each individual Trainee's positives, do not compare them to each other, but encourage and build them up.
- Work on relationships.
- Be a good role model and set a good example.
- Take care to give quieter and well-behaved young people attention and don't allow some young people to take all your time and energy.
- Be consistent in what you say and ensure that other team members know what you have said - this avoids manipulation.

Practical ideas for dealing with poor behaviour in group situations

- Change voice tone but try not to shout.

- Separate Trainees who have tendency to be disruptive when together (these young people are often friends - give them a chance, perhaps warn them and then separate if they are disruptive).
- Get your co-trainer to sit next to the Trainee.
- Be pro-active and encourage co-trainer to be pro-active and not wait to be told to deal with a situation.
- Take the Trainee aside and talk to them (or if working in an online context, have a separate call/go into a breakout room being sure to record the conversation), challenging them to change whilst encouraging them on their strengths.
- If a Trainee's behaviour is constantly disruptive, seek advice and guidance from the Centre Manager. The trainer may then decide to warn the young person that they will speak to their parents.
- Don't be afraid of setting boundaries in terms of appropriate behavior.
- Encourage good behaviour. Remember each Trainee is individual and unique.

## **2.7 Handling drinking/smoking/drugs**

- Be prepared to discourage the buying or drinking of alcohol by under-18-year-olds. Explain that it is illegal.
- If working in an online context, emphasise that this is not permitted during or before Spear sessions, as detailed in the guidelines for online working.
- Be a positive role model by never abusing or misusing alcohol yourself and positively discourage others from doing this.
- If you are concerned that a Trainee and in particular a young person in your 'group' is misusing alcohol or is showing signs of drunkenness or is affected by the use of illegal or non-prescribed drugs, then seek guidance from the Lead Trainer as soon as possible whilst maintaining sensitivity to the circumstances.
- Be prepared to discourage the purchase or smoking of cigarettes by young people in your 'group'.
- Avoid smoking in the presence of young people or children.
- Never offer or give cigarettes to young people - always seek to stay within the law.

## **2.8 Premises**

- For events in the Spear training facilities, the Resurgo Trust is responsible for the premises. The Resurgo Trust will ensure adequate lighting for entrance and exit to the building. (E.g. so that young people do not have to walk down a dark path to get into the session.)
- Meeting places will be clean, warm, well-lit and well ventilated.
- There must be access to a telephone (possibly a mobile), in case of emergency.
- Fire extinguishers should be regularly checked and fire drills carried out. Emergency exits must be clearly marked and never blocked or locked shut.
- All equipment and electrical appliances should be regularly checked and maintained in good order.
- All materials such as paints and glues used by the young people should be nontoxic.

## **2.9 Premises for online sessions**

- For sessions taking place via online platforms/telephone where the trainees (and/or coaches) are in their homes or premises other than the Spear training room, Resurgo is not responsible for the premises. However all coaches are responsible for ensuring that their surroundings during Spear sessions comply with the guidance for online working.
- Spear coaches must ensure that trainees on their programmes to the best of their ability comply with this guidance as well. If a trainee's surroundings give a coach any cause for concern under this policy, this will be treated as a safeguarding concern in the same way as an incident in the Spear training room.

## **2.10 First aid**

- All premises should have a properly equipped first aid kit. Its contents should be stored in a waterproof container and the designated worker should regularly check contents.
- In the event of an accident, record the incident in the incident book located in the centre's office.
- Good hygiene should always be practiced. Disposable latex gloves and an apron should be used when dealing with broken skin, bodily fluids or faeces.
- No medication should ever be given to young people without written parental instruction.
- Confidentiality regarding a young people's HIV status should always be maintained.

## **3 Recognising abuse**

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

### **Physical signs of abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.
- Injuries which have not received medical attention
- Neglect - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation
- Cuts/scratches/substance abuse

### **Indicators of possible sexual abuse**

- Any allegations made by a young person or vulnerable adult concerning sexual abuse
- Young person or vulnerable adult with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing

- Young person or vulnerable adult who is sexually provocative or seductive with adults
- Inappropriate bed sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders - anorexia, bulimia

### **Emotional signs of abuse**

- Changes or regression in mood or behaviour, particularly where a young person or vulnerable adult withdraws or becomes clinging. Also depression/aggression, extreme anxiety.
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

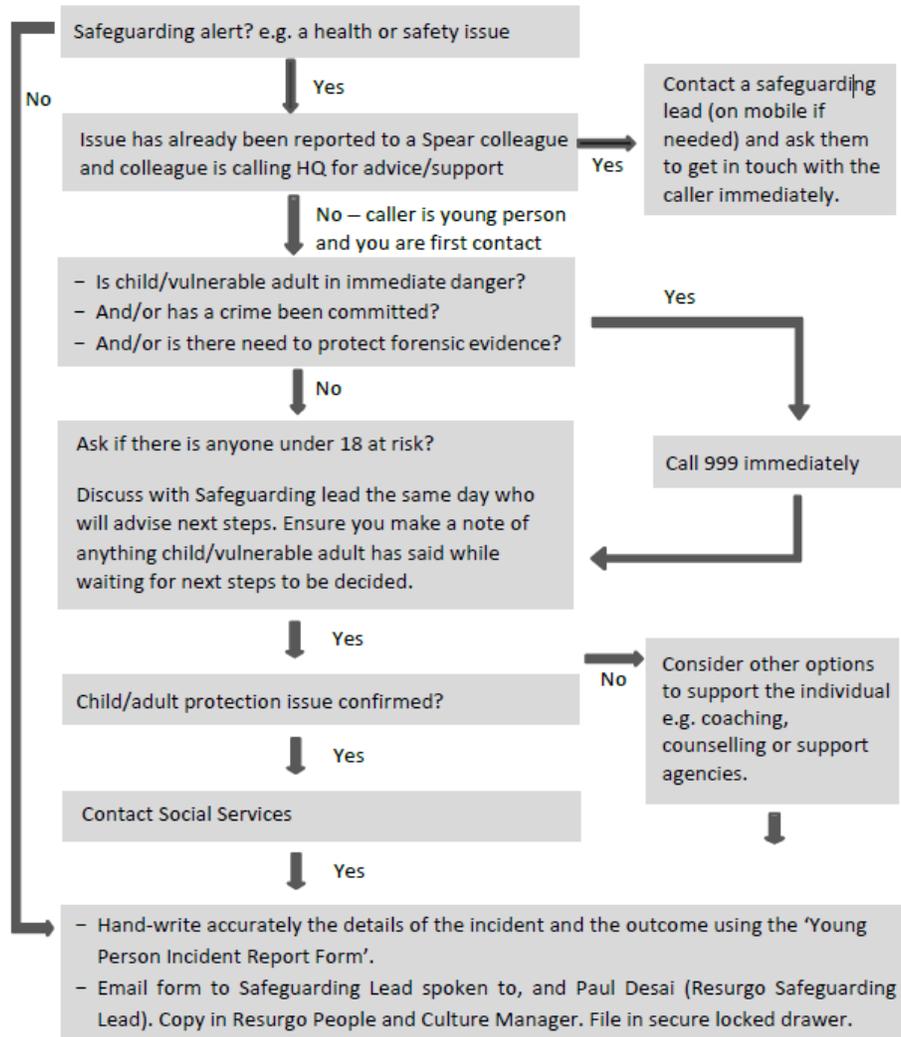
## **4 How to deal with suspected abuse**

### **4.1 Actions to be taken in Cases of Abuse or Suspected Abuse**

Staff will take the following steps in all cases:

1. Listen to the complaint or allegation of abuse being made and reassure the person that the complaint will be taken seriously.
2. The first concern should be the immediate well-being of the vulnerable adult. If the vulnerable adult is injured or anyone is in any immediate danger, the Ambulance Service and the Police should be called without delay using the 999 emergency number.
3. Where there is suspicion that a crime such as a physical or sexual assault or a theft has been committed and the suspect is on the scene then the Police should be contacted by dialling 999 in an emergency. If there is suspicion that a crime has been committed but the suspect is no longer present and the situation does not require urgent action, then the police community safety unit must be informed before any action is taken such as interviewing the victim or suspending a member of staff. This is necessary to ensure that the investigation is undertaken in a way that best protects any evidence.
4. Every allegation/suspicion of abuse involving a vulnerable adult must be treated seriously and reported immediately to a Line Manager or Safeguarding Lead as a safeguarding alert (see Appendix 3 for phone numbers).
5. This includes situations where the alleged perpetrator is a colleague or another vulnerable adult. The Line Manager will in turn inform the Iona Ledwidge.
6. Record the incident/allegation factually and accurately using the Young Person Incident Report Form. Make notes as soon as possible (preferably within an hour of the interview), writing down exactly what the young person or vulnerable adult said and when he / she said it and what was happening immediately before hand (e.g. description of activity). Record dates and times of these events and when you made the record. Keep all hand-written notes, even if these have subsequently been typed up. If you have prior notice of an interview, perhaps because a young person has asked to talk with you, advise someone else that an interview is to take place.
7. You should not discuss your suspicions with anyone other than those nominated above.
8. If you feel that Resurgo Trust has not responded appropriately to your concerns, or should there be any disagreement as to the appropriateness of a referral to the Social Services Department, you retain a responsibility as a

member of the public to report serious matters to the Social Services Department, and should do so without hesitation.



**Safeguarding Leads**

Paul Desai	(07871 537456)	Alice House	(07841 142880)
Sam Mead	(07795 103421)	Hannah Stewart	(07969 393015)
Sarah Butler	(07962 114822)		

If you can't reach any of the above-names leads, please call Iona Ledwidge (07812 346847) or Pete Bacon (07811 125035)

The Safeguarding Lead in conjunction with Iona Ledwidge will:

- When taking a safeguarding disclosure from a coach ask the following questions to create clarity and minimize anxiety:
- What is it you are worried about?
- What protective measures are already in place?
- What will reassure you?
- Ensure that appropriate actions have been taken to make the situation safe (e.g. phoning the police and social services if necessary) and ensure that all appropriate agencies are involved in the investigation.
- Raise a safeguarding alert as soon as possible within the working day of any incident occurring. This will involve reporting the incident immediately to the

Social Service Team (Duty Officer in out-of-office hours) of the relevant Local Authority and take any other steps in accordance with the Local Authority's procedures. The relevant contact details are set out in the "Useful Contacts" section at the end of this document. If the vulnerable adult has talked about abuse, consider whether or not it is safe for them to return home to a potentially abusive situation. It might be necessary to take immediate action to contact the social services to discuss putting into effect safety measures for the young person or vulnerable adult so that they do not return home (see Appendix 3 for phone numbers).

- Input information about the incident into the safeguarding spreadsheet within 24 hours - ensuring you fill out the Centre Name, Status, Incident Date, Young Person Name, age, Reported by, Risk holder (Safeguarding Lead), Issue, Actions taken.
- Change the status to Closed - subject to approval once the incident has been resolved and the Head of Coaching has reviewed all the incidents.
- Review all incidents at the end of every coaching block with Head of Coaching and Safeguarding Leads.
- If appropriate suspend the staff member involved in the alleged incident of abuse.
- Inform relevant regulatory bodies e.g. Independent Safeguarding Authority.
- Ensure that support is provided to staff and good standards of practice are promoted and maintained.
- Ensure effective working relationships between agencies are maintained. If working relationships are not effective and differences arise between agencies, Managers will provide the first line of negotiation.
- See Appendix 2 for further details.

Resurgo Trust will complete any internal investigation under Resurgo Trust's disciplinary procedure if necessary.

#### **4.2 Guidance for dealing with suspected abuse**

- Be welcoming, even if the time isn't convenient for you.
- Find a place where it is quiet and the conversation won't be interrupted. Leave the door open and ensure another colleague is in hearing distance.
- Show acceptance of what they say (however unlikely the story may sound).
- Keep calm
- Look at them directly
- Be honest
- Tell them you will need to let someone else know. Don't promise confidentiality.
- Even when he or she has broken a rule, they are not to blame for the abuse.
- Be aware that he or she may have been threatened or bribed not to tell.
- Never push for information. If they decide not to tell you after all, then accept that and let them know that you are always ready to listen.
- Make sure you create space for trainees to report abuse if you are online working with them rather than in person, and check that they are in a private place during 1:1 calls so that they could report abuse if needed.

Helpful things you may say or show:

- I believe you (or showing acceptance of what they have said)

- Thank you for telling me. It's not your fault
- I will help you

Things not to say:

- Why didn't you tell anyone before?
- I can't believe it! Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"
- Do not allow your surprise, shock, anger, distaste, dismay to show

Helpful things to say to conclude:

- Reassure s/he that they were right to tell you and show acceptance.
- Let them know what you are going to do next and that you will let them know what happens.

## **Issues of touch**

The abused person may be frightened by touch because they associate it with violence or sexual assault. They may not have received tenderness and love, so hugging or even a handshake could feel threatening.

Young people and vulnerable adults who associate touch with sexual activities may feel sexually aroused and flirt provocatively with adults or other young people, touching them in the genital or breast area. For your own safety and to help them learn what acceptable behaviour is, you will need to explain why you are not responding to their overtures. It might be wise not to see such young people and vulnerable adults on their own.

## **4.3 Guidelines for dealing with mental health issues**

**If you suspect someone has a mental health issue:**

- Ask – people are usually relieved to talk about it
- Listen and summarise
- Empathise, normalise, reassure
- Offer support and information – ask if they're getting help already
- Encourage professional help and support – register with GP, look at options for support

**Professional Support:**

- CAMHS: Children & Adolescent Mental Health Services – support young people with mental health up to age of 18. Long waiting times which means it's difficult for young people to get the support that they need.
- IAPT: Improving Access to Psychological Therapies – over 18 support for common mental health problems. Offer short term talking therapy e.g. CBT, workshops, groups, online therapy and online services. They will be on the local NHS website. Young people can self-refer. They don't see young people someone going through bereavement.

## **Guidelines for dealing with suicidal thoughts**

If someone says they are feeling suicidal, do not hesitate to ask questions. This does not increase the likelihood of someone committing suicide, rather it helps them voice something they may well have been thinking about in isolation for a long time.

Simple questions to ask are:

- How do you feel now?
- Have you ever tried to do anything before?
- Have you thought about how you would do it?
- What makes you feel more/less like doing it?
- Who else have you managed to talk to about this?
- What other support do you have?
- What do you want to do at this point?
- Some options are: going to the GP, talking to a counsellor, joining a support group, seeking out local CAMHS resources, calling Samaritans or going to A&E/GP immediately if feel unsafe being alone
- What will you do next time you feel like this?

If they are with you in person, look at either of these resources together and they can explore the best next step with you:

<http://www.nhs.uk/Conditions/Suicide/Pages/Getting-help.aspx>  
<https://www.papyrus-uk.org/>

Do not hesitate to call 999 and ask for an ambulance. If there is a long wait for an ambulance, the young person may need escorting to your nearest A&E, where a mental health team can assess them. Ideally, get a friend or family member to escort them/ meet them there. If no-one is available, take the young person to A&E and leave them with a mental health professional.

If the young person calls you on the brink of committing suicide, the main thing is for them to not be alone, so they should either call Samaritans, go to their GP or A&E or find someone who can be with them.

#### **4.4 Recording the disclosure**

- The young person's name and age
- Your contact details and your role
- What you have been told or observed yourself with dates if possible (distinguishing fact from opinion)
- Any action taken so far
- Who has been told, why and when



## **5 Online bullying**

### **5.1 What is online bullying?**

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 (including online or cyber-bullying), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation

Cyberbullying is bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

It could be threats and intimidation, name-calling, harassment, exclusion, gaining access to unauthorised information online or 'hacking', impersonation, posting personal information, sexting/sexualised or manipulation.

Some cyberbullying activities could be criminal offences under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997. There have been some instances of such prosecutions in the UK.

### **5.2 How to respond if a young person reports an instance of online bullying**

Support the person being bullied. Give reassurance that they have done the right thing by telling someone about the incident. Work with them closely to agree a course of action and support, so the young person feels in control of this process.

Advise on next steps – e.g. save the evidence and don't retaliate. Offer further support to review how they currently use the internet and explore ways of improving their online safety. For example, showing them how to block people or increase their privacy settings.

Encourage them to take action to contain the incident when content has been circulated. Steps may include:

- Asking the person responsible to take the content down
- Reporting the content online, where posts have been made on social media
- Contacting the police if the law has been broken (see [www.report-it.org.uk/report\\_a\\_hate\\_crime](http://www.report-it.org.uk/report_a_hate_crime))

## **6 Harassment**

### **6.1 What is harassment?**

Harassment is any unwelcome comments (written or spoken) or conduct which violates an individual's dignity and/or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment can take many forms including violence, threats, abuse, and damage to property. It can involve verbal abuse and name calling, offensive graffiti or post and can be received via text message, emails or social networking platforms like Facebook or Snapchat.

It may cause physical injury, mental stress, anxiety, or insecurity. It can also occur for a variety of reasons, including race, religious belief, sexual orientation, gender identity or disability.

Harassment is a criminal offence.

### **6.2 How to respond if a young person reports an instance of harassment**

Encourage them to report the harassment and help them if required. You can report

harassment at [www.report-it.org.uk/report\\_a\\_hate\\_crime](http://www.report-it.org.uk/report_a_hate_crime).

If you do not want to report it to the police, contact a support agency like one of those listed here: [www.report-it.org.uk/organisations\\_that\\_can\\_help](http://www.report-it.org.uk/organisations_that_can_help)

## **7 Prevent Duty**

### **7.1 What is the Prevent Duty?**

The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Staff must demonstrate a general understanding of the risks affecting young adults in the area of extremism. Extremism is the vocal or active opposition of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths.

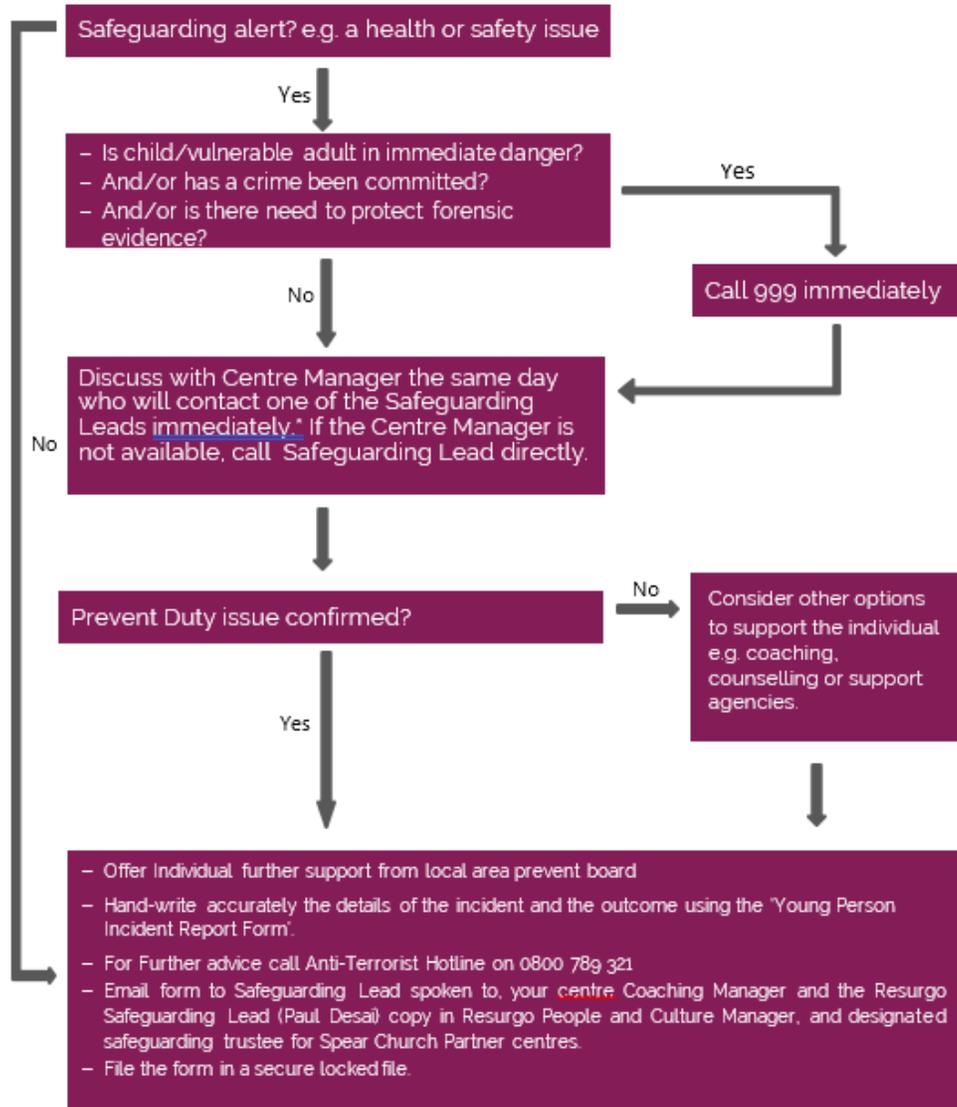
### **7.2 Risk Assessment**

All staff are to undertake full Prevent Duty training. Staff must be able to identify anyone who may be vulnerable to radicalization, and know what actions to take when they have been identified. The risk for young people varies from area to area. Staff must be aware of risks in the local context. It is important staff are aware of the increased risk of online radicalization, as terrorist groups seek to radicalize through various forms of social media.

### **7.3 How to respond if concerned that a young person may be at risk of radicalization?**

- Contact Prevent Duty Lead immediately and follow normal safeguarding procedures
- Where appropriate contact local authority Prevent lead
- You can also contact your local police force or dial 101 (the non-emergency number)
- The Department for Education has dedicated a telephone helpline 020 7340 7264 or email on [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) to answer questions directly linked to terrorism.

# PREVENT DUTY



## \*Safeguarding & Prevent Leads

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## Appendix 1: Role of Safeguarding Lead in Child and Vulnerable Adults Protection Issues

### **If suspicion / allegation of physical injury or neglect**

The Safeguarding Lead will contact Social Services for advice in cases of deliberate injury or where concerned about the vulnerable adult's safety.

- Where emergency medical attention is necessary, it should be sought immediately. The Safeguarding Lead will inform the doctor of any suspicions of abuse.
- If the individual is under 18, speak with their parent / carer and suggest that medical help / attention is sought for the young person. The doctor (or Health Visitor) will then initiate further action, if necessary.
- If appropriate the parent / carer will be encouraged to seek help from the Social Services Department.
- If the parent / carer is unwilling to seek help, if appropriate, a Spear Coach will offer to go with them. If they still fail to act, the Safeguarding Lead should, in cases of real concern, contact Social Services for advice.

### **If suspicion or allegation of sexual abuse**

The Safeguarding Lead will contact the Social Services duty social worker for children and families or Police Child Protection Team regarding a young person directly. For vulnerable adults, they will contact the social work teams within the community services department or the Police.

The Safeguarding Lead will NOT speak to the parent/s.

- a) If for any reason they are unsure whether or not to follow the above, then advice from CCPAS will be sought and followed.
- b) If the young person or vulnerable adult has talked about abuse, then consider whether or not it is safe for the young person or vulnerable adult to return home to a potentially abusive situation. On rare occasions it might be necessary to take immediate action to contact the Social Services and/or police to discuss putting into effect safety measures for the young person or vulnerable adult so that they do not return home.
- c) Under no circumstances will the Safeguarding Lead attempt to carry out an investigation into the allegations or suspicions of sexual abuse. Their role is to collect and clarify the precise details of the allegation or suspicion and to provide this information to Social Services and the police where relevant, whose task it is to investigate the matter.
- d) The Executive Director of Spear will support the Safeguarding Lead in their role, and accept that any information they may from time to time have in their possession will be shared in a strictly limited way on a need to know basis.

### **Abuse of Trust**

The Home Office have issued a publication "Caring for young people and the vulnerable? Guidance for preventing abuse of trust".

The guide is primarily aimed at protecting young people over the age of consent, but under 18 years of age and vulnerable adults. The guide defines a relationship of trust as that which can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of the activity. The relationship between the Spear team and young person could be included in this definition.

Any behaviour which might allow a sexual relationship to develop between a Spear coach and a trainee is unacceptable. Any sexual relationship within this dynamic is prohibited so long as that relationship of trust continues.

Please sign this document to indicate that you have read and understood the Safeguarding Policy.

Signature

Signed:

Date: