

**Children and Adults at Risk Safeguarding
Policy and Procedures
of
Joseph Education University**



Adopted on 1st June 2021.

1. Contents

No	Sections	Page
1	Contents	2
2	Introduction	3
3	Aim of Policy	4
4	Definitions	6
5	Scope of Policy	7
6	What is a Safeguarding Concern?	9
7	Roles and Responsibilities	10
8	Application of Policy	13
9	Taking Actions	17
10	Retention of Information	18
11	Policy Ownership	18
12	Policy Review and Amendment	18
13	Appendices	19
	Appendix A - Types of Abuse	19
	Appendix B - Code of Practice	21

2. Introduction

The University has a duty, both in law and as a responsible organization, to take reasonable care of children and adults at risk coming onto its premises. The University aims to adopt the highest possible standards and take all reasonable steps in relation to the safety and welfare of children and adults at risk. The University encounters children and adults at risk in a variety of settings, including through its teaching and research activities, as well as through its outreach programs.

The term safeguarding is used to define actions taken to protect vulnerable groups from harm. This harm might come from adults or other children and, as someone with a responsibility for safeguarding at the University, it's important for all members of the University to understand what safeguarding is and why it's important.

The University is fully committed to meeting the requirements of safeguarding, both in relation to children and adults at risk, in order to ensure that they are safeguarded whilst enjoying opportunities to develop their full potential.

3. Aim of Policy

This document states the University's policy on preventing and reducing harm to children and adults at risk when they are in contact with University staff, workers, volunteers, apprentices or students. The policy aims to:

- Promote and prioritize the safety and wellbeing of children and adults at risk;
- Raise awareness that everyone who comes into contact with children/adults at risk (and their families) has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is centred around the vulnerable individual. This means that they should consider, at all times, what is in the best interests of the child and/or the adult at risk.
- Provide assurance to parents, careers and other parties that the University takes reasonable steps to manage risks and keep children and adults at risk safe;
- Ensure that everyone understands their roles and responsibilities in respect of safeguarding and is provided with the necessary information, training and support on safeguarding matters;
- Put in place proportionate safeguards to prevent the employment of individuals in work with children and/or adults at risk where they have been barred by the DBS or are deemed by the University to pose an unacceptable risk to vulnerable groups;
- Ensure that appropriate action is taken in the event of any allegations or suspicions regarding harm to children or adults at risk arising from contact with University staff, students, apprentices or volunteers, whether the harm has taken place on University premises or not. The Children and Adults at Risk Safeguarding Policy also seeks to manage effectively the risks associated with activities and events involving children and adults at risk through departments/institutions:
- Completing a risk assessment process which involves identifying risks and means of reducing or eliminating these;
- Implementing the required actions identified by the risk assessment process and reviewing the effectiveness of these on a regular basis;
- Requiring new employees and individuals involved in working with children or adults at risk to familiarise themselves with the content of this policy and the associated Code of Practice. This policy requires that any suspicions and allegations involving harm to children and/or adults at risk are referred to the designated safeguarding lead, or their deputy, to determine what action, if any, must be taken.

This will enable each situation to be investigated thoroughly, whilst treating the parties involved fairly and sensitively. It will also ensure that appropriate steps are taken as a result of any investigations, which may include contacting the police, social services and/or fulfilling the legal duty as required.

The procedure for managing suspicions and allegations aims to strike a balance between the need to protect children and adults at risk from abuse and the need to protect staff, students, apprentices and volunteers from false or unfounded accusations. Any individual who raises a child protection concern will not be subject to any adverse or detrimental treatment.

The Children and Adults at Risk Safeguarding Policy should be used as the basis of each department/institution's approach to preventing and reducing harm to children and adults at risk.

However, departments/institutions are permitted to develop their own procedures, in line with the overarching policy, to address any safeguarding matters of particular relevance to them.

4. Definitions

Child: References to “child” or “children” in this policy means anyone under the age of 18 years.

Adult at Risk: The University defines an Adult at Risk as someone over 18 years of age who (i) has needs for care and support; and (ii) is experiencing, or is at risk of, neglect, or physical, mental or emotional harm; and (iii) as a result of those needs is unable to protect themselves against neglect or harm, or the risk of it.

Safeguarding Children: In defining our approach towards children, we will play our part in:

- Protecting children from maltreatment.
- Preventing impairment of children’s health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding Adults at Risk: We will play our part to:

- Ensure that the rights of Adults at Risk are protected to enable them to live in safety, free from abuse and neglect.
- Ensure that the wellbeing of the Adult at Risk is promoted and that in deciding on any action to be taken we will take into account their views, wishes, feelings and beliefs, for example when considering whether to refer concerns to statutory bodies or when seeking support from charitable organizations.

However, we recognize that Adults at Risk sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and may not fully appreciate potential risks to their safety or well-being and therefore it may not always be possible to fully defer to their wishes when seeking the best way forward.

Member of the University: Reference to a “Member of the University” includes staff, students and alumni of the University.

Staff: References to ‘staff’ include all paid University staff whether working on a permanent or temporary contract, apprentices, or engaged as “third party contract staff” working directly for the University.

Student: References to “student” includes all students registered with the University, including those based in partner organizations who are registered with the University to gain a professional qualification and third-party apprentices for whom we provide training.

Volunteer: “Volunteers” are generally members of the university but may include other associated persons volunteering to lead or support University-led activities for which they are not paid including for example volunteering activity through Warwick Volunteers, Warwick in Africa or similar initiatives, supporting Widening Participation and Outreach events, etc.

Contractor: Contractors are employed by third party organizations to carry out work on behalf of the University. It is the responsibility of the contractor’s employer to ensure that all necessary employment and safeguarding suitability checks are completed and to provide assurance to the University that this has been done.

“Work with children or Adults at Risk”: Within this policy “Work with children or Adults at Risk” includes all engagement with children and Adults at Risk whether in a professional capacity in connection with the work of the University, or in the course of other University-led activities supported by members of the University whether working in a paid or unpaid capacity.

5. Scope of Policy

The University's employees, workers, volunteers, apprentices and students are subject to this policy. For the purposes of this policy, a child is defined as any person under the age of 18.

An adult at risk is a person aged 18 years or over, who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation. The policy covers:

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

It is expected that external bodies utilizing the University's premises or facilities for external events will have their own safeguarding policies and procedures in place and will take full responsibility for the safeguarding of individuals involved in any related activities. In addition, whilst on our premises, external bodies are also expected to have due regard to this policy.

The policy does not apply to the Colleges, which are separate legal entities and have responsibility for their own internal policies and procedures. Whilst this policy is applicable to students who come into contact with children or adults at risk, students themselves do not come within the scope of this policy as either a child or an adult at risk. The Education Quality and Policy Office, who oversee student matters at the University, have responsibility for their own internal policies and procedures.

6. What is a Safeguarding Concern?

1. Examples of safeguarding concerns include but are not limited to: A child or adult raises an allegation of abuse, harm or other inappropriate behavior.
2. A student or staff member discloses information involving themselves or others which gives rise to possible concerns that a potential perpetrator may be harming or abusing vulnerable individuals or children involved in University activities.
3. There are suspicions or indicators that a child or adult is being abused or harmed or is at risk of exploitation, harm or abuse (including radicalization). The indicators of abuse or harm or risk of abuse or harm or radicalization can be very difficult to recognize and it is not a staff member's responsibility to decide whether a child or adult has been abused or harmed or subjected to abuse or harm, but only to raise concerns that they may have.
4. There are observable changes in a child or adult's appearance or behavior that may be related to exploitation, harm or abuse (including radicalization).
5. A concern is raised that an individual presents a risk of abuse or harm towards a child or adult in relation to, for example, his/her criminal convictions, or downloading, possession or distribution of inappropriate images or extremist material.
6. Concerns arise that a student or member of staff is vulnerable to radicalization and there is an identifiable risk of being drawn into terrorism.

7. Roles and Responsibilities

1. Designated Safeguarding Lead (and deputy)

The University's designated safeguarding lead is the HR Manager. The HR Officer is the nominated designated safeguarding deputy. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead.

This responsibility cannot be delegated. In the event that the designated safeguarding lead or their deputy are unavailable, other officers will be identified to ensure a continuous provision of safeguarding oversight. The designated safeguarding lead, or deputy, should always be available to discuss any immediate safeguarding concerns.

The designated safeguarding lead and deputy should undergo training to provide them with the knowledge and skills required to carry out the role. ***The training should be updated every two years.*** In addition to their formal training, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role. The designated safeguarding lead, and/or their deputy, is responsible for:

- Promoting the Children and Adult at Risk Safeguarding Policy, both within HR and to departments/institutions.
- Dealing with any reported suspicions and allegations of abuse of children or adults at risk within the University.
- Providing appropriate information when making referrals to external agencies (such as Social Services, the Police) in all cases of suspected abuse of children or adults at risk.
- Ensuring that appropriate records are kept in relation to the reporting of any safeguarding incidents.
- Leading the review and update of the policy document on an annual basis and Health and Safety to ensure that adequate training is available for staff on safeguarding.

2. Head of Department/Institution responsibilities

Each Head of Department/Institution is accountable for the adoption and implementation of this policy. They are required to promote the importance of safeguarding within their institution and ensure that appropriate systems are in place for:

Familiarising all staff with the Children and Adults at Risk Safeguarding Policy, including the Code of Practice, during their induction;

- Ensuring that relevant staff are familiar with the department/institution's proposed activities and follow the Children and Adult at Risk Safeguarding risk assessment process. In the event of suspicions or allegations being raised in a non-emergency context, the Head of Department/Institution is the first point of contact. The Head of Department/Institution must then escalate matters to the HR Business Manager for the School.

3. Individual responsibilities

All staff, apprentices, students and volunteers working with children and adults at risk within the University must be familiar with this policy. In addition, they must, wherever possible, conduct themselves in accordance with the Code of Practice. This provides guidance on acceptable and desirable conduct to protect both children and adults at risk who come onto University premises to study and to visit, and those working with them. It is the responsibility of the member of staff leading a recruitment campaign, activity or event which involves working with Children and Adults at Risk to:

- Identify that the Children and Adults at Risk Safeguarding procedure is applicable to a particular role, activity or event.
- Assess potential new recruits using a range of different selection methods, probing the candidates' attitudes, values and motivations in relation to working with vulnerable groups.
- Ensure that staff, workers, apprentices, volunteers and students working with children and adults at risk are familiar with the contents of the policy and its application before any new or changed activity/event, including the Code of Practice;
- Complete and update the risk assessment, where appropriate;
- Ensure implementation and review of the actions identified by the risk assessment;
- Identify whether individuals recruited or involved in an activity or event require a DBS check, or other appropriate screening check, and, where applicable, ensure that this is carried out in accordance with HR/Student Registry procedures.

4. The HR Compliance Team

The HR Compliance Team can advise of levels of checks required for roles.

5. Temporary Employment Service (TES)

TES provides advice and support for departments/institutions on the arrangement of work experience, including for children, to ensure that appropriate arrangements are in place and that there is compliance with relevant legislation. In addition, TES have procedures relating to engaging with children in the context of work experience.

6. Training

All staff and students whose roles and responsibilities include regular contact with children and potentially vulnerable individuals will receive training and guidance appropriate to their role. All staff will be made aware of this Policy and procedure and related guidance.

8. Application of Policy

The Department for Education defines five main types of abuse, which are outlined in **Appendix A**.

It is not always easy to recognise a situation where abuse may occur or has taken place and University employees are not expected to be experts at such recognition. However, each person has a responsibility to act if they have any concerns about someone's behaviour towards a child or adult at risk. It is important that the recipient of any complaint or accusation that a child or adult at risk has been or is being abused listens carefully without making or implying any judgment as to the truth of the complaint or accusation.

1. Examples of University activities involving children and adults at risk

University staff or students may encounter children and adults at risk in a wide range of situations. For example:

- The provision of healthcare or health services;
- Teaching, training or instructing children, whether supervised or unsupervised Children's activities in the Physical Education Department;
- Certain first degrees, master's degrees and PhDs (for example, in the fields of education, medicine and veterinary science);
- Research work, which involves direct physical contact with children and/or vulnerable adults;
- Work experience students under 18;
- Student Community Action
- JEU Festivals
- Childcare provision in the University's nurseries and playschemes;
- School and nursery visits;
- Community sports projects;
- Photography of children for publication;
- First aid delivery;
- Christmas parties for children;
- Museum sleepovers;
- Working with disabled students;
- Residential programs or summer schools

2. Safer recruitment/engagement practices

2.1. Raising awareness of the policy

Departments/institutions must ensure that all new members of staff, workers and apprentices are made aware of this policy and that they are given time to read it during their induction period. This requirement is included in the Induction Planning Checklist and the Induction Checklist.

Any person who will have direct contact with a child or adult at risk as part of their day-to-day employment, or event/activity, would be expected to undertake appropriate training. Any decision to undertake such training should be made on a proportionate basis. Training is available via a variety of online providers. Relevant providers are as follows:

2.2. Risk Assessment Process

Organizations are required under health and safety legislation to protect people as far as is 'reasonably practicable'. The Children and Adult at Risk Assessment process will be initiated by the following circumstances (although other situations may trigger this procedure if deemed appropriate by the department/institution):

- Recruitment to a new or existing post which involves working with children and/or adults at risk;
- The commencement of new activities or events involving or potentially involving children and or adults at risk;
- Changes being made to activities or events involving or potentially involving children and or adults at risk. Please note that where there are multiple posts, activities or events of a similar nature, it is unnecessary to complete an individual risk assessment for each of them. Instead, it is possible to complete an overarching assessment for a particular type of post, activity or event and ensure that it manages the relevant risks appropriately. Once it has been identified that the risk assessment process should be initiated, it is vital that the person responsible for the relevant recruitment campaign, activity or event includes completion of this within their planning process and ensures that it is completed. A risk assessment must be completed in advance of the relevant recruitment campaign, activity or event by a competent person (where there are not current, adequate and documented risk management procedures already in place).

The risk assessment should:

- Identify the nature, length and frequency of the contact and if it would be supervised or unsupervised;
- Consider if there will be children and adults at risk present;
- Consider whether any children or adult at risk have allergies, are on medication, have any disabilities (physical or mental), or any behavioral difficulties;
- Identify any potential areas for harm;
- Evaluate the risks;
- Determine actions to prevent harm occurring, which might include consideration of alternative working practices, and prompt individuals to ensure that they are implemented;

2.3. Dealing with reported suspicions and allegations

Concerns for the safety and wellbeing of children and adults at risk could arise in a variety of ways and in a range of situations. For example, a child/ adult at risk may report or show signs of abuse, someone may hint that a child/adult at risk is or has been subject to harm, or that a colleague is an abuser, or someone may witness abuse.

Where an individual suspect or is informed that a child or adult at risk has been, is being, or could be harmed as a result of taking place in a University activity/event or through contact with University staff, workers, volunteers, apprentices, or students, it is not the responsibility of that person to decide whether abuse has taken place. Instead, the individual aware of these suspicions or allegations must take the following steps:

1. In emergency circumstances (i.e. where there is certain immediate and significant danger to an individual or a criminal act has been witnessed), referrals must be made to the police, social services or other appropriate authorities themselves prior to consulting with the designated safeguarding lead, or their deputy and/or the Student Registry. Where this is necessary, the designated safeguarding lead, or their deputy, should be informed immediately afterwards. In such cases, a criminal investigation may follow.

2. Where the situation is not an emergency, referrals should be channeled as follows:

- a. The Head of Department/Institution; then
- b. The relevant School's HR Business Manager; then
- c. The designated safeguarding lead, or their deputy (HR Manager or HR Officer), and in cases that involve students, the Head of Student Registry; Where one or more of the above is not available, the process should be followed through as above until a relevant individual can be contacted.

- d. If no relevant individual can be contacted, a relevant officer should then be notified (for example, President or Directors of Faculties)

3. (Optional) Where there are concerns about abuse, further advice and guidance can be sought from Helpline on 199.

However, this should not take precedence over the two-stage process, as above. Where a complaint of abuse is reported, the designated safeguarding lead, or their deputy, will carefully consider the information available and decide on the appropriate course of action. Such situations may require contact with the relevant external agencies (including social services and the police) for them to investigate the matter and determine any necessary action.

Consideration will also be given to whether it is necessary to notify the relevant head of institution and take further action through the relevant internal procedures. This may include invoking the University's employee disciplinary procedures, or in the case of students, the student disciplinary procedures, or the disciplinary procedures for apprentices.

The University must not knowingly allow a barred person to work in 'Regulated Activity' (see 'Identifying required checks', below).

Any enquiries made by the media about possible allegations of abuse regarding children/adults at risk should be referred to the Office of External Affairs and Communications immediately. It is impossible to promise complete confidentiality when a concern is raised or an accusation made. This is because the University must take reasonable steps to ensure the safety of children and adults at risk on its premises.

The University owes a duty of care to its staff, students and visitors. In cases of potential or actual harm of an individual, information provided in confidence must be weighed against this duty of care and in all cases involving children, the best interests of the child are paramount. However, as part of this policy, only people who need to be informed about an incident or concern, whether internal or external to the University, should be informed.

9. Taking Actions

9.1 When completing the form, the Designated Safeguarding Officer will decide:

- a) That no further action is required.
- b) To refer the concerns to the School or Human Resources & Organizational Development Department, in order for them to decide whether a precautionary suspension is required.
- c) To refer the matter to an alternative University policy or procedure, such as the Staff or Student Disciplinary Procedure or the Fitness to Study or Practice procedure.
- d) To report the matter to the local Safeguarding Team.
- e) To report the matter to the Police, Social Services or alternative appropriate external agency.

9.2. If a member of the University, staff or student, has any immediate safeguarding concerns (including outside normal University hours) they may refer directly to the Police or Social Services, but otherwise they should follow the internal referral process described in this Policy or their local policy. If a direct referral is made, the member of staff or student should inform the Designated Safeguarding Officer at the earliest opportunity.

9.3. The Designated Safeguarding Officer (or their nominee) will liaise with other partner agencies as appropriate in order to address the safeguarding concerns identified.

9.4. The University reserves the right to take action under its disciplinary procedures and/or its fitness to practise procedures and/or fitness to study procedures should it later receive information that suggests that its conduct standards may have been breached and/or that reported safeguarding concerns give rise to an allegation that a student is not fit to practise/study. Staff or students who are dismissed from the University and/or found unfit to practise/study as a result of safeguarding concerns will be reported to the Disclosure and Barring Service and any relevant professional body.

9.5. Support from internal or external services, such as the local safeguarding authority, will be provided as appropriate for any individuals, staff or students, impacted by safeguarding issues.

10. Retention of Information

10.1 The University complies with the principles of data protection law in the way that it retains and disposes of personal information.

10.2 Written records of any safeguarding concerns will be retained for as long as is necessary for the purpose for which it was obtained or as legally required or lawfully permitted.

10.3 Such written records will be held centrally and separately from a member of staff or student's personal records.

11. Policy Ownership

The Children and Adults at Risk Safeguarding Policy is owned by the HR Division and its different faculties. It will be reviewed annually, and updated where appropriate by the HR Division, in consultation with the Academic Division, to ensure compliance with relevant legislation and internal change. The HR Division will ensure that each published version of this policy is archived, along with details of when it was in operation.

12. Policy Review and Amendment

The Academic Board will review this policy on an annual basis and is responsible for overseeing and updating or amending this policy and procedure particularly with respect to the legal obligations and other external requirements.

13. Appendices

13.1. Appendix (A) – Types of Abuse

The categories of abuse below are produced. A person may abuse or neglect a child/adult at risk by inflicting harm, or by failing to act to prevent harm. There are five main forms of abuse, although there are variations within these. Where reference is made to a child, such reference is also applicable to an adult at risk in all cases:

- a. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- b. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- c. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- d. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether

- or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration, or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.
- e. **Sexual abuse** can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
 - f. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

13.2 Appendix (B) – Code of Practice

When working with children and/or adults at risk, University staff, apprentices, students and volunteers are expected to take account of the guidance below in the way that they conduct themselves.

- Consider the wellbeing and safety of event participants in advance through proper planning and development of safe methods of working/activities.
- Wherever possible, work in an open environment with children where they can be seen by others.
- Avoid unnecessary physical contact.
- Avoid taking a child or adult at risk alone in a car on journeys, however short.
- Avoid taking a child or adult at risk to the toilet, unless another adult is present or another adult is aware (this may include a parent, group leader or other responsible person).
- In a situation where you are alone with a child or adult at risk, make sure that others can clearly observe you.
- Set expectations of the standards of behaviour required from participants in an activity/event and encourage them to accept responsibility for their own performance and behaviour.
- Ask participants in an activity/event to take reasonable steps to ensure their own safety and that of others, and to report any inappropriate behaviour they experience/witness or any concerns that they may have.
- Avoid showing favouritism towards particular participants.
- Report incidents of alleged abuse in line with the guidance as contained within this policy.
- Report any concerns about poor practice to senior management in the relevant department/institution or your HR Business Manager/Adviser.
- Report any accidents to the designated person in the department/institution for recording and investigation where required.
- Avoid personal relationships with a child or adult at risk.
- It is not appropriate for staff to have a physically or emotionally intimate relationship with a young person under the age of 18.
- Staff, apprentices, students and volunteers should remember that inappropriate behaviour can also occur over the telephone, email, social media or internet.

- Only official University or department/institution social media should be used for engaging with the wider community. Inappropriate or abusive comments should be removed swiftly and abusive individuals blocked/reported to the social media concerned. Facebook instant chat and other similar functions should not be used to interact with children or vulnerable adults. Wherever possible, communication should be only public pages and avoid colloquial language/abbreviations which may be misinterpreted (e.g. LOL).
- Do not make suggestive or inappropriate remarks to or about a child or adult at risk, even in fun, as this could be misinterpreted.
- Participate in training available to you to support you in your work with children and adults at risk.
- First aid treatment should be given with more than one adult present unless a delay would be life-threatening.
- Do not take children or adults at risk to your home or alternative location which is not related to the specific activity/event.
- Maintain confidentiality about sensitive information where it is appropriate to do so.
- Where it is necessary for staff, apprentices, students or volunteers to take photographs or video images of children or adults at risk, written consent must be obtained (from parents/guardians in the case of children) before these images are taken in order to comply with the General Data Protection Regulations 2018. Personal details and photos which clearly identify an individual must only be published where they (or their parent/guardian) has given specific agreement. Those involved in photography or filming should be suitably attired (e.g. when taking place in a sporting activity).

References:

1. https://www.hr.admin.cam.ac.uk/files/children_and_adults_at_risk_policy_v3_final.pdf
2. [Safeguarding Policy \(warwick.ac.uk\)](http://www.warwick.ac.uk/safeguarding)

Safeguarding Incident Referral Report Form-1

(The form should be submitted by email to the appropriate Designated Safeguarding/HR Officer as promptly as possible, but generally within 24 hours of the incident giving rise to the concern.)

Safeguarding Risk Assessment

- (Section 1) to be completed by individual reporting the concern

Name of child/vulnerable adult (if known):	
Date of birth or age (of child):	Gender: (M/F)
Description of the safeguarding issue including a factual account of something you have witnessed or an account of something a third party has reported to you.	
Time, location, date of the incident/s: (if known)	
Any other observations/information:	
Name of individual reporting the concern:	
Position:	
Action undertaken by person reporting the concern:	
Date concern reported:	

- **(Section 2) to be completed by the Safeguarding or HR Officer**

Is the child or vulnerable adult who is the subject of the concern at immediate risk?	Yes /No Details:
Does the incident relate to an allegation about a student or member of staff?	
Should the staff or student be referred to HR or School for consideration of a precautionary suspension?	
Does the reported incident require referral to an University Administration Committee?	
Does the reported incident constitute a criminal offence requiring referral to the police	
Actions to be Undertaken: <ul style="list-style-type: none"> a) No further action b) Referral to the School or HR & OD Dept for consideration of a precautionary suspension. c) Referral to an alternative University Administration Committee for actions d) Report the matter to the police 	Write down action(s):
Signed:	
Date	