

Safeguarding Children and Adults at Risk

Handbook

Introduction

Welcome to the Thirtyone:eight Safeguarding Children and Adults at Risk course. This handbook accompanies the course, and contains the case scenarios, discussion questions and polls we will be using in the webinar as well as some additional information and signposting.

This course is designed for all four UK nations and the handbook has nation-specific sections, as well as content that applies across the UK.

Safeguarding is a vital consideration in any place where vulnerable people are welcomed. We need to ensure that children and adults at risk are not exposed to harm through their interaction with us and also be aware of signs and indicators that they may be experiencing harm and abuse elsewhere in their lives.

This course gives you a foundational understanding of safeguarding children and adults at risk in the UK, including the similarities and differences between safeguarding children and adults, signs and indicators of harm, how to respond well, record concerns, report as necessary and use reflection to create and maintain healthy safeguarding cultures.

We are looking forward to supporting you as you safeguard children and adults at risk in your community.

The Thirtyone:eight team

Table of Contents

<u>Introduction</u>	2
<u>Module 1: Recognise</u>	5
<u>Module 2: Respond</u>	6
<u>Module 3: Record</u>	8
<u>Module 4: Report</u>	8
<u>Module 5: Reflect</u>	8
<u>UK Safeguarding Law and Guidance</u>	9
<u>Safeguarding in England</u>	11
<u>Safeguarding in Northern Ireland</u>	19
<u>Safeguarding in Scotland</u>	28
<u>Safeguarding in Wales</u>	35
<u>Appendix 1: Preventative Safeguarding and Safe Practice</u>	40
<u>Appendix 2: Physical Discipline</u>	42
<u>Appendix 3: Trauma Awareness</u>	43
<u>Appendix 4: Online Harm and Abuse</u>	44
<u>Appendix 5: Domestic Abuse</u>	46
<u>Appendix 6: Mental (In)Capacity</u>	48

Table of Contents

Signposting

50

Resources Commonly Shared Throughout the Webinar

51

Questions and Exercises in the webinar

Throughout the webinar there will be opportunities to have discussions, share knowledge and participate in activities to apply our learning in context. These are included here for reference only. There is no need to work through anything in advance.

Module 1: Recognise

Discussion: What is safeguarding?

Pause and consider: What are the similarities and differences between safeguarding adults and safeguarding children and young people?

Poll 1: Which of the categories of abuse or harm defined in the legislation of all 4 UK nations is being described by each of the following sentences?

Choose from: Neglect (including acts of omission), Sexual harm and abuse, Financial harm and abuse, Physical harm and abuse and Emotional / Psychological harm and abuse:

1. Causing physical harm, pain, injury through any means e.g. hitting, rough handling, burning, shaking, illegal use of restraint.
2. Withholding or failing to provide adequate care for someone who needs it, not meeting basic needs including food, warmth, medication etc.
3. Rape, attempted rape, sexual assault, non-consensual touching or sexual involvement of any kind, including sexual photography, indecent exposure etc. Any sexual activity someone lacks ability to consent to.
4. Causing mental distress, frightening, threatening, humiliating, isolating.
5. Misuse or theft of money, withholding pension or benefits, exerting pressure around wills, property or inheritance, exploitation.

Module 1: Recognise (continued)

Pause and consider: What signs and indicators might lead you to be concerned that a child or adult is experiencing any of the forms of harm and abuse we have just considered?

Module 2: Respond

Scenarios - Questions for Discussion:

- What are your concerns?
- Is there a statutory safeguarding duty?
- How would you respond?

1. Rowan and Claire:

Rowan and his mum, Claire, attend your charity-run parent and toddlers' group. Rowan is two years old and is engaging and energetic. On Tuesday morning after a bank holiday weekend, Rowan and Claire arrive early for the group.

When she sees you, Claire immediately bursts into tears and says she needs help. She reports that Rowan had been noisy and uncooperative all morning and that when he hit her hard on the head with his digger truck, she lashed out grabbing the top of his arm and forced him to sit down while shouting at him.

She points out four bruises that are now forming at the top of his arm. She says, "His dad's right, I'm a terrible mother, I can't do anything right. He can't find out about this."

2. Layla:

Layla is part of your holiday club and during a game of rounders, the ball she threw hit another child. The other child seemed unhurt and not overly concerned. However, Layla reacts by crying and insisting, 'I don't want to be bad, I don't want to be bad, I don't want to be evil.' You take her to one side to calm her down and reassure her that she's not. She tells you that at home she was told she was possessed and is made to write lists of all the things she does wrong. Layla's parents are pastors at your church.

Module 2: Respond (continued)

3. Eddie:

Eddie attends your men's social most months. He tells you that he is struggling in his relationship with his girlfriend. She is a bit 'overbearing' and controlling and Eddie is feeling suffocated, and he is feeling 'a bit low'. They have known each other for a long time just as friends and just in the last few months started going out.

She is on the phone to Eddie throughout the day asking him where he is and who he is with, even when she knows he is at work. He does have his own house, but she doesn't like him staying there and wants him to move in with her and her kids.

Eddie breaks down as he tells you that he is afraid to leave the relationship as he knows she has some 'bad people in her life' and she will 'send them after him' if he walks away.

4. Sadie and Cillian:

Sadie is in her late 80s. She's physically frail but otherwise bright and energetic. She faithfully attends your weekly seniors' group and has done so over the past 5 years. She loves to have a chat with you over coffee and to share about her family. Sadie had missed a couple of weeks of group and during your chat over a coffee she tells you that her great-grandson Cillian, who is 16, has been living with her at her two-bedroom bungalow. She says that he is 'a great lad' and has been good company and a great help to her. He has collected her money for her, done her shopping and makes her lovely dinners.

You've noticed that Sadie looks tired and when you mention this, she tells you that Cillian is very popular and often has friends that call around to the house at 'all times of the day and night' and you 'hardly see the same one twice'.

You remember that she's previously told you that Cillian had been in a bit of trouble with the police in the past.

Module 3: Record

Discussion: What would you do if you were concerned about another adult's behaviour towards a child or adult at risk?

Discussion: What is 'mental capacity'?

Module 4: Report

Discussion: Who would you talk to if you were concerned that a child or adult at risk wasn't safe?

Pause and consider: Why might an adult not consent to report their situation to statutory services or seek help from other agencies?

Module 5: Reflect

Pause and consider: Reflect on your own organisation- your policies, codes of conduct and culture. What good practice do you have to prevent harm occurring? What helps you feel safe and supported in your role? Is there anything that could be better?

UK Safeguarding Law and Guidance

Safeguarding practice is usually based on the laws made by one of the 4 UK Governments (Westminster, Holyrood, Stormont and the Senedd). You do not need to memorise or have a deep understanding of these pieces of legislation, it's enough to have an awareness that there is a legal framework that informs how we safeguard children and adults at risk of harm, our volunteers and employees.

Across all four nations of the UK, there is a rights-based approach to safeguarding adults at risk of harm, which is informed by Human Rights law:

UK Wide Legislation
Human Rights Act 1998 (based on European Convention of Human Rights - ECHR)
UN Universal Declaration of Human Rights 1948

Adults at Risk:

The table below gives the some key pieces of law and guidance related to safeguarding adults at risk of harm for each UK nation. The full legislation documents are available online by searching the name and date given here.

England	Northern Ireland	Scotland	Wales
The Care Act 2014	Adult Safeguarding: Prevention and Protection in Partnership Key Documents (2015)	Adult Support and Protection (Scotland) Act 2007 and Code of Practice (2014 updated in 2022)	Social Services and Wellbeing (Wales) Act 2014
Mental Capacity Act 2005	Mental Capacity Act (Northern Ireland) 2016	Adults with Incapacity (Scotland) Act 2000	Mental Capacity Act 2005

UK Safeguarding Law and Guidance (cont.)

Children and Young People:

Laws:

England	Northern Ireland	Scotland	Wales
Children Act 1989 and 2004	The Children (NI) Order 1995	Children (Scotland) Act 1995	Children Act 1989
Children and Social Work Act 2017	Children's Services Co-operation Act (Northern Ireland) 2015	Children and Young People (Scotland) Act 2014	Social Services and Wellbeing (Wales) Act 2014
Safeguarding Vulnerable Groups Act 2006	The Safeguarding of Vulnerable Groups (NI) Order 2007	Protection of Vulnerable Groups (Scotland) Act 2007 and Disclosure (Scotland) Act 2020	Safeguarding Vulnerable Groups Act 2006

Guidance:

England	Northern Ireland	Scotland	Wales
Working Together to Safeguard Children (2018) England (updated 2023)	Co-operating to Safeguard Children and Young People in Northern Ireland 2017 updated 2024	National Guidance for Child Protection in Scotland 2021 (updated 2023)	Working Together to Safeguard People vol 1- 6
Keeping Children Safe in Education (updated annually)	Safeguarding for Northern Ireland (SBNI) Procedures Manual (2017)	Getting it Right for Every Child (GIRFEC)	Wales Safeguarding Procedures

Safeguarding in England

The following pages contain useful information for those safeguarding children and adults at risk of harm in England.





Safeguarding Children in England

Safeguarding in England, as in the rest of the UK, is underpinned by a child-centred approach. Safeguarding law and guidance covers children and young people up to the age of 18. All children have the right to be safe and live free from harm, abuse and neglect. The main laws and guidance that underpin safeguarding children in England are the Children Act (1989 and 2004) and Working Together to Safeguard Children (updated 2023).

Categories of abuse in legislation

Children Act (1989 and 2004) and Working Together to Safeguard Children (updated 2023) name four main categories of harm and abuse.

Physical Abuse: Inflicting physical harm or injury on a child. It may involve:

- Hitting, shaking or throwing
- Poisoning
- Burning or scalding
- Drowning or suffocating
- Any other way of causing physical harm to a child.

It may also involve a parent or carer fabricating or inducing illness in a child.

(Continued on next page)

Categories of abuse (continued):

Emotional Abuse: Persistent emotional maltreatment that impacts a child's emotional development. This could involve:

- Conveying to a child they are worthless, unloved or inadequate.
- Deliberately silencing or making fun of what they say or how they communicate.
- Imposing inappropriate expectations on them or limiting exploring and learning.
- A child witnessing or hearing the ill-treatment of someone else.
- Serious bullying or cyber-bullying.
- Causing a child to feel frightened or in danger or exploiting a child.

Emotional abuse is involved in all other forms of abuse and neglect but can also occur alone.

Sexual Abuse: Forcing or enticing a child to take part in sexual activities, whether or not a child is aware of what is happening. It may involve:

- Assault by penetration (e.g. rape)
- Non-penetrative physical acts, such as kissing or touching.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images and videos; watching sexual activities; grooming a child in preparation for abuse.
- Online abuse and grooming.

Neglect: Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing or shelter.
- Protect a child from physical or emotional harm.
- Ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- Provide a suitable education.
- Respond to a child's basic emotional needs.

Safeguarding Adults in England:

The Care Act 2014 is the main law that informs safeguarding adults in England. There are six key principles named in the Care Act that underpin our approach to safeguarding adults:

Empowerment: We support and encourage adults to make their own choices and give informed consent to any safeguarding measures.

Prevention: We take action before harm occurs.

Proportionality: We only get involved as much as we are needed, and any action taken is the least intrusive response appropriate to the situation.

Protection: We act to support and protect those in greatest need.

Partnership: We work with other local agencies to prevent, detect and report neglect and abuse.

Accountability: We are accountable and transparent in our safeguarding work.

Adult at Risk:

The Care Act 2014 states that adult safeguarding duties apply to anyone aged 18 or over who meets all three of the following conditions:

- Has care and support needs (whether or not the Local Authority is meeting those needs)
- Is experiencing, or is at risk of, abuse or neglect
- Is unable to protect themselves from the abuse or neglect because of their care and support needs.

The Local Authority has a duty to conduct enquiries (or instruct others to do so) into safeguarding concerns about adults in these circumstances. That is what is meant by a 'statutory duty'.

Categories of abuse in legislation:

The Care Act 2014 defines the following ten forms of abuse and neglect that can affect adults. It also states that it isn't intended to be an exhaustive list and that abuse and neglect can take many forms:

Physical abuse: including assault, hitting, slapping, pushing, misuse of medication and restraint.

Psychological abuse: including emotional abuse, humiliation, threats of harm or abandonment, coercion, intimidation, isolation, harassment and cyber bullying.

Neglect or acts of omission: including ignoring medical, emotional or physical care needs; failure to provide access to appropriate health, care, support or educational services; not meeting basic needs such as food, warmth and shelter.

Sexual abuse: including rape, sexual harassment, indecent exposure, sexual assault, sexual photography and inappropriate looking, touching or sexual teasing.

Financial or material abuse: including theft, fraud, coercion in relation to finances including wills, property, inheritance or transactions and misuse of possessions or benefits.

Domestic abuse: including control and coercion, psychological, physical, sexual, financial abuse and so called 'honour' based violence.

Modern Slavery: including forced labour and domestic servitude, human trafficking and coercing, deceiving or forcing someone into a life of abuse, servitude and inhumane treatment.

Discriminatory abuse: including harassment, slurs and unfair treatment based on race, gender and gender identity, age, disability, sexual orientation or religion.

Categories of abuse in legislation (continued):

Organisational abuse: including neglect and poor care as a result of the structure, policies, processes and practices within an institution, care setting, or by those providing care services in someone's own home.

Self-neglect: including neglecting to care for personal hygiene, health or surroundings.

A really helpful description of types and indicators of all ten categories of abuse is available in [this document](#) produced by SCIE (Social Care Institute of Excellence). The Ann Craft Trust also has a video about adult safeguarding that explores general principles and types of abuse: [What is Safeguarding? - Ann Craft Trust](#)



Safeguarding Structures in England:

Emergency Services: If there is a risk to life, someone is at risk of serious harm or a serious crime has been committed, we need to call 999 so emergency services can respond quickly.

Safeguarding Lead: Every organisation should have a safeguarding lead, although they might have a different title – such as safeguarding co-ordinator, designated officer, safeguarding advisor etc. The safeguarding lead is your first point of contact for any concerns within your organisation. They keep records and liaise with statutory agencies when necessary.

Adult Social Care Services: This is the government-funded (statutory) agency for providing services to adults with care and support needs through the Local Authority. Your safeguarding lead may refer a safeguarding concern to Adult Social Care Services. Local Authorities are required to make safeguarding enquiries, or request others to do so, when an adult with care and support needs is experiencing or at risk of experiencing abuse or neglect. The website for your local Adult Social Care Services will also have contact details for out of hours / emergency situations.

Safeguarding Structures in England (continued):

Children's Social Care Services – services provided by local authorities that are responsible for safeguarding and promoting children's welfare. Your organisation's safeguarding lead may refer concerns about a child to them so they can act to protect the child and support families and carers.

Local Authority Designated Officer (LADO) – person in Social Services responsible for managing and overseeing concerns, allegations and offences relating to staff and volunteers in any organisation across a local authority area. May also be known as Designated Officer for Allegations (DOFA)

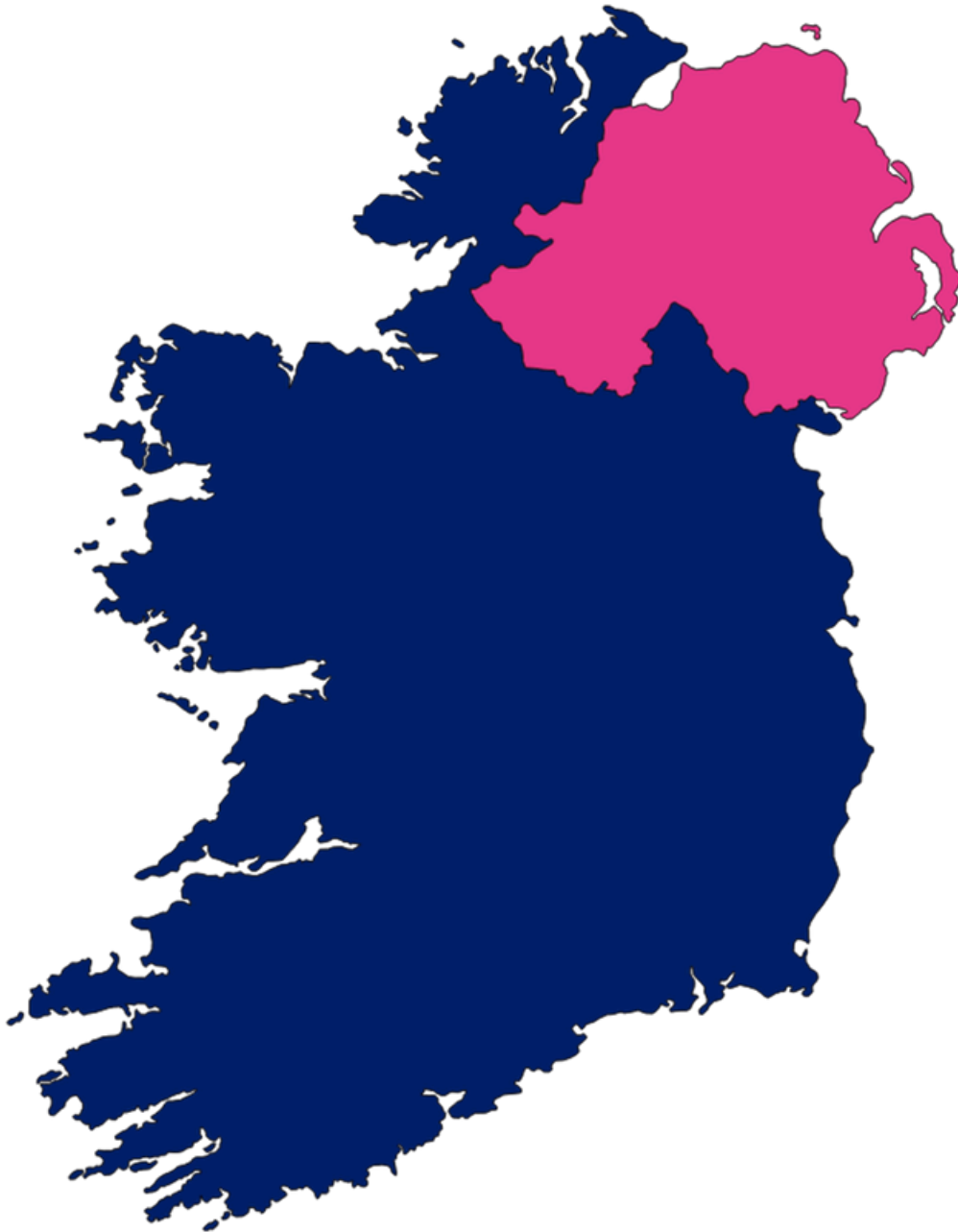
Multi Agency Safeguarding Hubs (MASH): As well as Adult Social Care Services, many areas in England also have a MASH Team. These are teams made up of highly skilled professionals from different agencies including social work, police, health, and education. The team usually provide an early triage and multi-agency assessment of safeguarding concerns in respect of both children and adults.

Police: The police service may be part of a safeguarding response when a crime has been committed, whether or not they have been part of an emergency response.

Safeguarding Adults Board (SAB): These strategic boards are responsible for overseeing local safeguarding arrangements, ensuring that sufficient support is available and that services are working effectively.

Safeguarding in Northern Ireland

The following pages contain useful information for those safeguarding children and adults at risk of harm in Northern Ireland.





Safeguarding Children in Northern Ireland

Safeguarding in Northern Ireland, as in the rest of the UK, is underpinned by a child-centred approach. Safeguarding law and guidance covers children and young people up to the age of 18. All children have the right to be safe and live free from harm, abuse and neglect. The main laws and guidance that underpin safeguarding children in Northern Ireland are The Children (NI) Order 1995 and Co-operating to Safeguard Children and Young People in Northern Ireland 2017 (updated in 2024).

Categories of abuse in legislation

This law and guidance names four main categories of harm and abuse.

Physical Abuse: Deliberately physically hurting a child. This could include:

- Hitting, biting, pinching, shaking or throwing.
- Poisoning
- Burning or scalding
- Drowning or suffocating
- Any other way of physically hurting a child.

(Continued on next page)

Categories of abuse in legislation (continued):

Sexual Abuse: Using and exploiting children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve:

- Assault by penetration (e.g. rape)
- Non-penetrative acts such as kissing or touching.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images and videos; watching sexual activities; grooming a child in preparation for abuse.
- Online abuse and grooming.

Emotional Abuse: The persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. It may involve:

- Deliberately telling a child that they are worthless, or unloved and inadequate.
- Not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate.
- Bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Neglect: The failure to provide for a child's basic needs, including:

- Adequate food, clothing, hygiene or shelter
- Adequate supervision

Failure to meet these needs is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

(Continued on next page)

Categories of abuse in legislation (continued):

Co-operating to Safeguard Children and Young People also recognises that children may experience harm through **exploitation** and **ill-treatment or abuse of another**.

It defines 'exploitation' as "the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature."

The guidance recognises that a child who is being exploited will be experiencing one or more of the above forms of abuse. The inclusion of 'ill-treatment or abusive behaviour directed at another' recognises that children experience harm through domestic abuse, whether or not they directly witnessed an incident.



Safeguarding Adults in Northern Ireland:

Adult Safeguarding in Northern Ireland is laid out in Adult Safeguarding: Prevention and Protection in Partnership and is underpinned by 5 approaches:

A Rights-Based Approach: To promote and respect an adult's rights.

An Empowering Approach: To empower adults to make informed choices about their lives and make their own decisions about managing risk.

A Person-Centred Approach: Ensuring adults fully participate in all decisions affecting their lives and that these are based on their views, wishes and feelings and, where appropriate, the views of others who have an interest in their safety and well-being.

A Consent-Driven Approach: To presume that the adult has the ability to give or withhold consent and to make informed choices.

A Collaborative Approach: To work together with safeguarding partners across the statutory, voluntary, community, independent and faith sectors to provide the most effective adult safeguarding possible.

There is a helpful, simple video about Safeguarding Adults by the Southern Health and Social Care Trust: [Adult Safeguarding What is Adult Safeguarding - YouTube](#)

Adults at Risk of Harm and In Need of Protection

Adult at Risk of Harm: An 'Adult at risk of harm' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) personal characteristics AND/OR
- b) life circumstances

Personal characteristics may include, but are not limited to, age, disability, special educational needs, illness, mental or physical frailty or impairment of, or disturbance in, the functioning of the mind or brain. Life circumstances may include, but are not limited to, isolation, socio-economic factors and environmental living conditions.

Adult in Need of Protection: An 'Adult in need of protection' is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) personal characteristics AND/OR
- b) life circumstances AND
- c) who is unable to protect their own well-being, property, assets, rights or other interests; AND
- d) where the action or inaction of another person or persons is causing, or is likely to cause, him/her to be harmed.

In order to meet the definition of an 'adult in need of protection' either (a) or (b) must be present, in addition to both elements (c), and (d).

Forms of harm and abuse named in National Policy

Adult Safeguarding: Prevention and Protection in Partnership defines the following forms of harm and abuse for adults:

Physical abuse: The use of physical force or mistreatment of one person by another. The abuse may or may not result in actual physical injury.

Sexual violence and abuse: Any behaviour perceived to be of a sexual nature which is unwanted or happens without consent or understanding.

Psychological / emotional abuse: Any behaviour that is psychologically harmful or inflicts mental distress.

Financial abuse: Theft, fraud, exploitation, misuse or misappropriation of money, property, benefits and material goods that the person did not or could not consent to.

Institutional abuse: Mistreatment or neglect of an adult by systems or individuals in places where they live, visit or receive services.

Neglect: Failing to provide care or support that results in someone being harmed.

Exploitation: Deliberate maltreatment, manipulation or abuse of power and control over another person. The policy names slavery, servitude, forced labour, domestic violence and abuse and human trafficking as examples of exploitation.

Full definitions pages 13 -15 of policy: [Adult Safeguarding: Prevention and Protection in Partnership key documents \(health-ni.gov.uk\)](https://www.health-ni.gov.uk/adult-safeguarding-prevention-and-protection-in-partnership-key-documents)

The Policy also states that the above list of types of harmful conduct is not exhaustive and other indicators of harm should not be ignored. If you are concerned about someone, talk to the Adult Safeguarding Champion or Safeguarding Lead in your organisation.



Safeguarding Structures in Northern Ireland:

Emergency Services: If there is a risk to life, someone is at risk of serious harm or a serious crime has been committed, we need to call 999 so emergency services can respond quickly.

Safeguarding Lead: Every organisation should have a Safeguarding Lead, although they might have a different title – such as Safeguarding Co-ordinator, Designated Officer, Safeguarding Advisor etc. The Safeguarding Lead is your first point of contact for any concerns within your organisation. They keep records and liaise with statutory agencies when necessary.

Health and Social Care (HSC) Trusts: These trusts have the principle responsibility for protecting against harm (alongside PSNI when a crime is alleged or suspected). Adult and Children’s Social Work Services and Gateway Teams sit within the local HSC Trusts.

Adult and Children’s Social Work Services: Social workers within HSC Trusts are the lead professionals for children safeguarding adults at risk. The ‘front door’ to these services is the Gateway Teams.

Safeguarding Structures in Northern Ireland (continued):

Adult Protection Gateway Team: Your Safeguarding Lead will contact the Adult Protection Gateway Team for your HSC Trust if an adult at risk of harm or in need of protection is at risk of being abused or exploited. Different trusts have local numbers for working hours. Wherever you live in Northern Ireland, Out of Hours Social Workers can be contacted through one central telephone number: Tel: (028) 0800 197 9995.

Children's Gateway Services: Your Safeguarding Lead will contact your local Gateway team when children and young people need social services support. Wherever you live in Northern Ireland, Out of Hours Social Workers can be contacted through one central telephone number: (028) 0800 197 9995. Your Safeguarding Lead will also report to Gateway Services if receive an allegation against an adult who works with children and young people.

Police Service Northern Ireland (PSNI): The police service may be part of a safeguarding response when a crime has been committed, whether or not they have been part of an emergency response.

Safeguarding Board for Northern Ireland (SBNI): SBNI are the body with responsibility for agreeing how children's agencies will cooperate and work together to promote the safety and welfare of children in Northern Ireland. They will also review cases where children have been significantly harmed or have died. They are a source of lots of information and resources.

Safeguarding in Scotland

The following pages contain useful information for those safeguarding adults at risk of harm in Scotland.





Safeguarding Children in Scotland

Safeguarding in Scotland, as in the rest of the UK, is underpinned by a child-centred approach. Safeguarding law and guidance covers children and young people up to the age of 18. All children have the right to be safe and live free from harm, abuse and neglect. The main laws and guidance that underpin safeguarding children in Scotland are Children and Young People (Scotland) Act 2014, which introduced Getting it Right for Every Child (GIRFEC) and National Guidance for Child Protection in Scotland 2021 (updated 2023).

Categories of abuse in legislation and guidance:

Physical Abuse: Causing physical harm to a child or young person. It may involve:

- Hitting, shaking or throwing
- Poisoning
- Burning or scalding
- Drowning or suffocating
- Any other way of causing physical harm to a child.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.
(Continued on next page)

Categories of abuse in legislation and guidance (continued):

Emotional Abuse: Persistent emotional ill treatment that impacts a child's emotional development. This could involve:

- Conveying to a child they are worthless, unloved or inadequate.
- Repeated silencing, ridiculing or intimidation.
- Imposing inappropriate expectations on them or extreme overprotection that limits exploring and learning.
- A child seeing or hearing the abuse of someone else.
- Corrupting or exploiting a child.

Emotional abuse is involved in all other forms of abuse and neglect but can also occur alone.

Sexual Abuse: Involving a child under 16 years of age* in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. It may involve:

- Penetrative or non-penetrative acts
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images and videos; watching sexual activities; encouraging a child to behave in sexually inappropriate ways.
- Child sexual exploitation, where a child (under 18) is coerced, manipulated or deceived into sexual activity in exchange for something the victim needs or wants, or for the advantage of the perpetrator.

(Continued on next page)

*For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

Categories of abuse in legislation and guidance (continued):

Neglect: Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty, and is an indicator of both support and protection needs. The SHANARRI* indicators set out the essential wellbeing needs. Neglect of any or all of these can impact on healthy development.

- Neglect may involve a parent or carer failing to:
- Provide adequate food, clothing or shelter.
- Protect a child from physical or emotional harm.
- Ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- Provide a suitable education.
- Respond to a child's essential emotional needs.

The national guidance also names criminal exploitation, female genital mutilation, child trafficking and forced marriage.

*SHANARRI Wellbeing indicators are part of Getting It Right For Every Child (GIRFEC), the national approach in Scotland to improve children's outcomes and support their wellbeing.

A child has the right to be:

Safe
Healthy
Achieving
Nurtured
Active
Respected
Responsible
Included

Categories of Harm:

Physical harm: Can include hitting, kicking, rough-handling, scalding, physical punishments, inappropriate use of restraint, misuse of medication, involuntary isolation, forcible feeding or withholding food.

Sexual harm: Can include rape, attempted rape or sexual assault, inappropriate touch anywhere, any sexual activity the person lacks capacity to consent to, indecent exposure, sexual photography, sexual harassment.

Psychological / Emotional harm: Can include intimidation, coercion, harassment, humiliation, verbal abuse, enforced social isolation, bullying (including cyber bullying), failing to respect privacy.

Financial or material harm: Can include theft, fraud, scamming, pressure and influence in connection with loans, wills, inheritance, property etc, false representation (using another person's bank card or documents), misuse of benefits.

Neglect or acts of omission: Can include failure to provide or allow access to food, shelter, clothing, heating, stimulation and activity, personal or medical care, providing care in a way the person dislikes, ignoring or isolating the person.

Self-Neglect: This is a complex concept and covers a wide range of behaviours. At its most basic, it's an inability to care for your own basic needs- for example being unable to manage personal affairs, persistent inattention to personal hygiene, health and surroundings.

The Adult Support and Protection (Scotland) Act 2007 makes it clear that we should consider 'all harm' and that no concern or harm should be overlooked just because it is not specifically named. Pass on all concerns.

Safeguarding Structures in Scotland:

Emergency Services: If there is a risk to life, someone is at risk of serious harm or a serious crime has been committed, we need to call 999 so emergency services can respond quickly.

Safeguarding Lead: Every organisation should have a Safeguarding Lead, although they might have a different title – such as Safeguarding Co-ordinator, Designated Officer, Safeguarding Advisor etc. The Safeguarding Lead is your first point of contact for any concerns within your organisation. They keep records and liaise with statutory agencies when necessary.

Adult Protection Committee: The Adult Support and Protection (Scotland) Act 2007 set up Adult Protection Committees (APCs) in every council area. These are multi-agency groups with representation from Police Scotland, the NHS, social care services and other agencies. Their remit is to monitor and review what is happening in their local area to safeguard adults.

Children's Social Work Services - every local authority in Scotland has a Children and Family Services department. They have a duty to safeguard and promote the wellbeing of children in need in their area. Your organisation's safeguarding lead or the child's Named Person (see below) may contact them about children and young people you encounter in your organisation.

Child Protection Team – All of Scotland's councils have Child Protection teams who can offer help and guidance if you are worried about a child. You can find your local team's contact details [here](#).

Named Person – every child in Scotland is assigned a 'Named Person' to act as a single point of contact for their support and protection. A child's named person is initially the midwife, then the health visitor, and then the headteacher/guidance teacher at their school. Your organisation's safeguarding lead may liaise with a child's Named Person in order to support or safeguard the child.

Sheriff: There are six Sheriffdoms in Scotland. In terms of safeguarding, a Sheriff becomes involved when a council applies to them for a Protection Order for an adult at risk.

Safeguarding in Wales

The following pages contain useful information for those safeguarding adults at risk of harm in Wales.





Safeguarding Children and Adults in Wales:

Safeguarding children and adults at risk in Wales is underpinned by several pieces of legislation, national policy, statutory guidance and related procedures. The [Wales Safeguarding Procedures](#) help organisations identify what they need to do to fulfil their safeguarding duties.

The Social Service and Wellbeing (Wales) Act 2014 recognises safeguarding as one key strand of our overall wellbeing. Other strands include ensuring people have their rights, being part of the community, being physically, mentally and emotionally happy and having positive relationships with family and friends. There is a focus throughout the Act on person-centred working, including enabling the person to communicate and access services in their own language and in a format they can understand.

The Social Service and Wellbeing (Wales) Act 2014 (SS&WB) includes a **mandatory duty to report safeguarding concerns**. This means that if there is cause to suspect an adult or child is at risk, this **MUST** be reported to the local authority.

Categories of abuse in legislation and guidance:

In Wales, the following five categories of abuse are named in the Social Services and Wellbeing (Wales) Act 2014. This applies to both children and adults.

Physical abuse: The deliberate use of physical force by one person against another to cause harm, including: hitting, kicking, rough-handling, scalding, physical punishments, inappropriate use of restraint, misuse of medication, involuntary isolation, forcible feeding or withholding food.

Emotional / Psychological abuse: Any persistent emotional ill-treatment that is likely to cause severe and long-lasting adverse effects on someone's emotional development. Including: conveying to a child that they are worthless, unloved or inadequate, causing someone frequently to feel frightened, humiliation, threats of harm or abandonment, coercion, intimidation, isolation, harassment and cyber bullying.

Neglect: The persistent failure to meet a person's basic physical or emotional needs which is likely to have a serious negative impact on their health or development. Including: ignoring medical, emotional or physical care needs; failure to provide access to appropriate health, care, support or educational services; not meeting basic needs such as food, warmth and shelter.

Sexual abuse: Any behaviour perceived to be of a sexual nature which is unwanted or takes place without consent or understanding. Including: forcing or enticing a child to take part in sexual activities, rape, sexual harassment, indecent exposure, sexual assault, sexual photography and inappropriate looking, touching or sexual teasing.

(Continued on next page).

Categories of abuse in legislation and guidance (continued):

Financial abuse: Can include theft, fraud, scamming, pressure and influence in connection with loans, wills, inheritance, property etc, false representation (using another person's bank card or documents), misuse of benefits. For children it can include child workers without pay, misusing grants for children's care or child's belongings being sold or going missing.

A full list of descriptions and indicators is available in the Wales Safeguarding Procedures [here](#):

The Procedures make it clear that there are other ways in which these forms of harm can be experienced, for example, domestic abuse, criminal exploitation, child sexual exploitation, radicalisation, female genital mutilation and modern slavery.

Adult at Risk

An adult at risk is an adult who:

- Is experiencing or is at risk of abuse or neglect,
- Has needs for care and support (whether or not the authority is meeting any of those needs), and
- As a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

The Procedures state that “the use of the term ‘at risk’ means that actual abuse or neglect does not need to occur before practitioners intervene, rather early interventions to protect an adult at risk should be considered to prevent actual abuse and neglect...Risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors.”

Safeguarding Structures in Wales:

Emergency Services: If there is a risk to life, someone is at risk of serious harm or a serious crime has been committed, we need to call 999 so emergency services can respond quickly.

Safeguarding Lead: Every organisation should have a Safeguarding Lead, although they might have a different title – such as Safeguarding Co-ordinator, Designated Officer, Safeguarding Advisor etc. The Safeguarding Lead is your first port of call for any concerns within your organisation. They keep records and liaise with statutory agencies when necessary.

Safeguarding Boards: Wales has a National Safeguarding Board and Regional Safeguarding Boards. The regional boards cover more than one local authority. They cover both child and adult safeguarding.

Gofal Cymdeithasol Cymru / Social Care Wales: This is social care services and wellbeing services for Wales.

Local Authority Designated Officer (LADO): Organisations must contact the LADO if they become aware that someone who poses risk of harm works, volunteers or lives with children or adults at risk. This role can sometimes have the title Designated Officer for Allegations (DOFA).

Multi Agency Safeguarding Hubs (MASH): As well as Social Care Wales services and regional safeguarding boards, some areas in Wales also have a MASH Team. These are teams made up of highly skilled professionals from different agencies including social work, police, health, and education. The team usually provide an early triage and multi-agency assessment of safeguarding concerns in respect of both children and adults.

Police: The police service may be part of a safeguarding response when a crime has been committed, whether or not they have been part of an emergency response.



Appendix 1: Preventative Safeguarding and Safe Practice

As well as using the 5 'R's to ensure you have a strong safeguarding process, your organisation also has a responsibility to prevent harm occurring to children and adults at risk through their interaction with you and to keep you safe as you outwork your role.

Much of the decision making and process-setting for safeguarding will sit with your Safeguarding Lead and Trustee Board. However, safeguarding is everyone's responsibility, and we all have a part to play. You need to have a clear understanding of the expectations and boundaries of your role and how to work safely. All work with children and adults at risk should have the values of safety, transparency and accountability at its heart. This safeguards everyone - children, adults at risk, and workers too.

Your policies, procedures and codes of conduct will be important sources of information about how to work in safe ways, so please take time to find and read them. If you have any questions or uncertainties, talk with your Safeguarding Lead, or team leaders to see how the policies apply in your particular context.

Preventative Safeguarding and Safe Practice (continued)

Preventative Safeguarding Quiz!

How many of the following questions can you answer about your context? If you are unsure, talk to your team or your Safeguarding Lead.

- What is the guidance around physical contact with children and adults at risk? Are there any particular guidelines for certain activities? For example, sports activities, prayer ministry, responding to injuries, toileting, providing transport etc.
- What is the guidance around sharing personal contact details with children and adults at risk? What about online contact, social media etc.?
- What would you do if you felt unsafe or uncomfortable at any time while outworking your role?
- Do you have regular contact with someone for support related to your role – a team leader or mentor, for example?
- Do you have a code of conduct for your role that gives clear guidance on expectations, boundaries etc?
- What is your organisation's policy around photographs and videos that include children and adults at risk?
- What visual cues are used to support safeguarding? For example, posters, lanyards for staff etc. Do children and adults at risk understand these?
- How do you ensure your physical environment or online space is as safe as possible for everyone?
- Have you got any ideas that would contribute to building a healthier safeguarding culture in your organisation? If so, share them!



Appendix 2: Physical Discipline

In Scotland and Wales, physical discipline is illegal. In Northern Ireland and England, the law still has the defence of ‘reasonable punishment / chastisement’, though interested groups are campaigning for this to be changed.

The parameters for this defence are that an adult: can only physically chastise their own child, that they cannot use an implement, it must not leave a mark, and it cannot be a repeated action. Physical chastisement that goes beyond this could result in a statutory investigation.

Cultural expectations and interpretations of scripture cannot be used to justify harming a child. If you are concerned about what a child is experiencing, talk to your Safeguarding Lead- even if you aren’t sure if it goes beyond the law.

[Parenting. Give it time. | GOV.WALES](#)

[We’re here for you | Parent Club](#)

[Together we can | A Manifesto for a safer society for all](#)

[End physical punishment | NSPCC](#)

[UCL Research Briefing - Physical Punishment of Children in the UK](#)



Appendix 3: Trauma Awareness

Trauma describes a situation or response to a situation in which a person felt unsafe. We might notice the effects of trauma in someone's behaviour and responses to situations. For example, someone might be withdrawn or avoid certain places or situations, they might have intense emotional reactions that are unexpected or have difficulty regulating their emotions. What's traumatic is personal. A person might have similar experiences to someone else, but be affected differently.

Victim-Survivor voice: "I wish there was more awareness of trauma and the way it affects a person's thought process and behaviour. [...] Self-preservation behaviours can be greatly misinterpreted or misunderstood." (from [What is trauma? - Mind](#))

When we are trauma aware, our approach moves from 'What's wrong with you?' to 'What do you need? What happened to you? What is your behaviour telling me?'

When we listen well and become aware of the impact of trauma, we can then seek to build safe and trusted environments where we can better support those who have experienced trauma and avoid creating situations where someone might be re-traumatised.



Appendix 4: Online Harm and Abuse

There are a number of different ways that children and adults at risk can experience harm and abuse online. Emotional and sexual abuse are perhaps the most prevalent forms of online harm, but people can also experience physical abuse through incitement to participate in dangerous ‘dares’ or self-harming behaviours. There is also a risk of financial exploitation.

Online sexual abuse may involve a number of things, including: online grooming; ‘catfishing’- where someone uses a fake persona to build a relationship; coercing children or adults at risk to perform sexual acts on themselves or another person for the production of abuse images and videos; ‘deep fakes’ – where AI is used to generate images that look real and seem to show someone doing something they didn’t do.

Online emotional or psychological abuse can involve cyber-bullying; threats; intimidation; setting up hate sites or groups about a particular child or adult at risk; trolling; creating fake accounts; or stealing online identities to shame a person or get them into trouble.

(Continued on next page.)

Online Harm and Abuse (continued)

Sextortion, or sexually motivated extortion, is the term used to describe a type of online blackmail in which a child or adult at risk is tricked into sending a nude or suggestive image or video. The perpetrator then demands money or more images, threatening to send the image to all a child or adult's friends, family and online contacts if they don't comply.

Online harm that targets adults at risk can include online scams, phishing, romance fraud and fake investment schemes.

Online harm and abuse can also be a feature of domestic abuse, for example, through surveillance and monitoring, harassment and threats and coercion and control through technology - controlling access to devices or using smart home technology to monitor, frighten or manipulate someone.

Children and adults at risk can be harmed online by strangers or people known to them and by people of any age. If you are worried about what a child or adult at risk is experiencing online, talk to your Safeguarding Lead.

[Keep Children Safe Online: Information, advice, support - Internet Matters](#)

[Report Remove | Childline](#) This tool enables children and young people to report and remove an indecent image of themselves that has been shared online.

[CEOP Safety Centre](#) [CEOP Education](#) Report online abuse of children.

[Refuge](#): Offers guidance on securing devices and staying safe online for people in domestic abuse situations.

[Revenge Porn Helpline](#): Support for adults affected by intimate image abuse.



Appendix 5: Domestic Abuse

Domestic abuse is any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence, or abuse between people aged 16 or over in intimate relationships or who (in England, Wales and Northern Ireland) are personally connected through family relationships or living arrangements.

All 4 UK nations have domestic abuse laws that define what this type of abuse is and the legal protections available to people experiencing it.

Both men and women can be victims of domestic abuse, although a greater number of women experience domestic abuse and are more likely to be seriously injured or killed because of it.

Babies, children and young people are affected by domestic abuse and laws across the UK recognise the impact on children. If you are concerned that a child is living in a home where there is domestic abuse, or has a parent / carer in an abusive relationship, talk to your Safeguarding Lead.

(Continued on next page.)

Domestic Abuse (continued):

Domestic abuse can include: Emotional abuse, physical abuse, sexual abuse, financial abuse, forced marriage, Female Genital Mutilation, honour-based abuse and coercive control. It is usually frequent and persistent, can happen inside and outside the home, and can continue even after a relationship has ended.

Coercive control:

Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse used to harm, punish, or frighten another person. It is designed to make a person subordinate or dependent by isolating them from sources of support, exploiting them and their resources, depriving them of the means needed for independence, resistance and escape, and regulating their everyday behaviour.

Sources of support:

0808 2000 247 [Homepage - National Domestic Abuse Helpline](#) Free, 24 hour helpline (BSL helpline available 10 am – 6 pm Monday to Friday)

[Refuge, the largest UK domestic abuse organisation for women](#)

England: [Home - Women's Aid](#)

Northern Ireland: [Women's Aid Federation Northern Ireland](#) Out of hours support through Freephone 24hr Domestic & Sexual Abuse Helpline, managed by Nexus NI on 0808 802 1414

Scotland: 0800 027 1234 [Scottish Women's Aid](#) | 24 hour helpline and online chat

Wales: 0808 80 10 80 [Home : Welsh Women's Aid](#) 24 hour helpline in English and Welsh, also live chat, email, text and signing options available

[Karma Nirvana](#): UK-wide specialist support for victims of honour-based abuse and forced marriage.

Forced Marriage Unit (FMU): 020 7008 0151 – Government support line for professionals and victims. Further information and advice [here](#).

[Helplines - Galop the LGBT+ anti-abuse charity - Galop](#)

[Domestic Abuse Information and Service Details - SignHealth](#) Support and information for d/Deaf people including BSL support

[Domestic Abuse Helpline for Men | Men's Advice Line UK](#)

<https://www.restored-uk.org/>

[Gov.uk - domestic abuse: how to get help](#)



Appendix 6: Mental (In)capacity

At its simplest, mental capacity is the ability to make a particular decision. Mental incapacity, or a lack of mental capacity, refers to ‘an impairment of the functioning of the mind or brain’ which prevents a person being able to make decisions for themselves.

Although it absolutely will not be your responsibility to assess someone’s mental capacity in respect of a safeguarding concern, it is helpful to have a general understanding about this topic if you are working with adults at risk.

There are Mental Capacity laws in all 4 UK nations to ensure that a person who does not have capacity to make decisions for themselves can get support to stay central to any safeguarding decisions that affect them.

A lack of capacity can be permanent, temporary or fluctuate. Mental Capacity laws state that if a person with an ‘impairment to the function of their mind or brain’ cannot do any one of the following, they would lack capacity to make the decision in question: Understand the decision; retain the information; weigh up the information; communicate their decision.

(Continued on next page.)

Mental (In)capacity (continued):

A rights-based approach to mental capacity is embedded in the laws across all 4 nations. Every adult is assumed to be able to make decisions for themselves without state involvement, unless it can be demonstrated that they lack capacity to make a particular decision. All laws require formal, professional assessment of mental capacity.

- When someone does lack capacity, any decision made on their behalf must be in their best interests and be of benefit to them.
- Wherever possible, adults must be supported to make individual decisions, given all necessary practical help to do this and supported to develop new skills to manage their own affairs. Adults may lack capacity to make some decisions but have capacity to make others in the same area. For example, a person may not be able to manage their wider finances but can decide what to buy in the supermarket, for example.
- Their wishes (past and present) should be taken into account.
- Where appropriate, other people who have an interest in the adult's welfare could be consulted.
- People have the right to make what others might regard an unwise or eccentric decisions; a person can't be deemed to lack capacity because people disagree with their decision.
- Any actions or decisions taken need to result in the least possible restriction on the person's basic rights and freedoms.

UK Laws:

England and Wales: [Mental Capacity Act 2005 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

Northern Ireland: [Mental Capacity Act | Department of Health \(health-ni.gov.uk\)](https://www.health-ni.gov.uk)

Scotland: [Adults with Incapacity \(Scotland\) Act 2000: principles - gov.scot \(www.gov.scot\)](https://www.gov.scot)

Signposting

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

Age UK: [Age UK | The UK's leading charity helping every older person who needs us](#)

Ann Craft Trust: [Ann Craft Trust: Safeguarding Adults at Risk](#)

Barnardos: [Barnardos](#)

Charity for Action on Spiritual Abuse: [Charity for Action on Spiritual Abuse](#)

Hourglass (safer ageing): [Hourglass \(wearehourglass.org\)](#)

Internet Matters (online safety): [Internet Matters](#)

Lucy Faithfull Foundation (preventing child sexual abuse): [Lucy Faithfull Foundation](#)

Mencap: [Learning Disability Support Services | Mencap](#)

Mind: [Home - Mind](#)

Modern Slavery Helpline: [Modern Slavery Helpline](#)

National Domestic Abuse Helpline: [National Domestic Abuse Helpline](#)

National FGM Centre (Harmful Traditional Practices): [National FGM Centre](#)

NACRO (supporting rehabilitation): [We See Your Future, Whatever The Past | Nacro](#)

NSPCC: [NSPCC](#)

Papyrus (preventing young suicide): [Papyrus](#)

Samaritans: [Samaritans | Every life lost to suicide is a tragedy | Here to listen](#)

SCIE (Social Care Institute of Excellence): [Social Care Institute for Excellence \(SCIE\)](#)

Thirtyone:eight: [Thirtyone:eight](#)

Signposting: Resources Commonly Shared in the Webinar

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

These are shared in the order they're likely to be mentioned during our webinar. Some of these are also included in our signposting section.

Module 1 - Recognise

Types and Indicators of abuse: [Types of abuse: Safeguarding adults | SCIE](#)

Information and video about cuckooing: [What is cuckooing | Cuckooing | Oxford City Council](#)

Mencap – Mate and Hate Crime: [Mate and hate crime - Bullying | Mencap | Learning disability](#)

Autism Together – Mate Crime: [Mate crime – Autism Together CALFB: Resources for Exploring Concerns – National FGM Centre](#)

Survivor voice: <https://womensaid.org.uk/information-support/survivors-stories/>

Module 2 - Respond

Survivor voice: <https://shadowsofcontrol.com/articles/victim-blaming-comments/>

Child abuse linked to faith or belief: <https://nationalfgmcentre.org.uk/calfb/>

AFRUCA: <https://afruca.org/>

Module 3 - Record

Survivor voice: <https://thesurvivorstrust.org/survivor-stories/james-story-2/>

Module 4 - Report

Survivor voice: <https://www.antislaverycommissioner.co.uk/media/rd4lymyh/hfj-beyond-survival-access-to-justice-final-report.pdf> p10

Module 5 - Reflect

Alex Kubinje quote: <https://www.churchofengland.org/media/stories-and-features/listening-victims-and-survivors-must-be-heart-everything-we-do-churches-safeguarding-lead>