

# **University Jewish Chaplaincy**

## **Safeguarding Policy**

## Section 1: Safeguarding at University Jewish Chaplaincy

This policy demonstrates University Jewish Chaplaincy (UJC)'s commitment to keeping students and our staff safe. UJC acknowledges its duty to respond and act appropriately to any allegations, reports or suspicions of abuse.

The policy applies to all staff and service users, including the CEO, trustees, students and anyone working on behalf of UJC (not an exhaustive list).

This policy is in place so that staff, service users, and management can work to prevent abuse or harm and know what to do in the event of becoming aware.

This policy will enable UJC to:

- a. Promote good practice and work in a way that can prevent harm, abuse and coercion occurring.
- b. Ensure that any allegations of abuse or suspicions are dealt with appropriately and the person experiencing abuse is supported.
- c. Work in partnership with others where there are safeguarding concerns.
- d. Take all reasonable precautions to prevent those who may cause harm to others from taking up positions of trust, responsibility or authority within the organisation.
- e. Produce and circulate best practice guidance in relation to safeguarding policy and practice, ensuring that guidance is both easily understandable, compliant and regularly updated

### Key contacts:

The Designated Safeguarding Lead in UJC is: **Sophie Dunoff**  
T: 020 8343 5678 M: 07946 487 793 [sophie@mychaplaincy.co.uk](mailto:sophie@mychaplaincy.co.uk)

The Deputy Designated Safeguarding Lead in UJC is: **Harvey Belovski**  
M: 07932669195 E: [belovski@mychaplaincy.co.uk](mailto:belovski@mychaplaincy.co.uk)

**NB: They should be contacted for support and advice on implementing this policy and process**

### Key Definitions

#### Adult Safeguarding (Care Act 2014):

*'Protecting an adult's right to live in safety, free from abuse and neglect.*

*It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.*

*This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.'*

#### Adults at risk (Care Act 2014):

This is someone who is aged 18 or over, who:

- has need for care and support (whether or not the local authority is meeting any of those needs) **and**;
- is experiencing, or at risk of, abuse or neglect; **and**



- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

UJC will underpin their work, involving adult safeguarding, with the 6 key principles outlined in the Care Act 2014:

**Empowerment:** People being supported and encouraged to make their own decisions and informed consent.

**Prevention:** It is better to take action before harm occurs.

**Proportionality:** The least intrusive response appropriate to the risk presented.

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

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

**Accountability:** Accountability and transparency in delivering safeguarding

**Adults may be vulnerable to abuse but may not meet the criteria for “at risk”** (definition from Government Guidance, “No Secrets”)

A ‘vulnerable adult’ is a person:

*“who is or 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 him or herself, or unable to protect him or herself against significant harm or exploitation”*

**Adult Protection** - Adult protection is part of safeguarding and refers to the activity undertaken to protect adults suffering from, or at risk of, significant harm (No Secrets – Statutory guidance (2000), and Social Care Institute for Excellence (2011): Safeguarding Adults at Risk of Harm.

**Safety** - Safety is about being protected from and not causing, danger, risk, injury, loss or harm. Safety can be a feeling, a physical object or place, and an action, and sometimes refers to the laws, rules, and principles that are intended to keep people safe. Safety is not just about what happens inside the meeting place, it is also about outside it, including days out, and about something that is happening at home.

**Wellbeing**- refers to a person’s sense of contentment and satisfaction with their conditions in life and their current circumstances. It is closely linked to emotional balance and mental health but it also affected by an individual’s attitude, values and perspective

### Abuse and Harm definitions and indicators (Appendix 2)

Physical	Criminal exploitation: county lines & mate crime
Sexual	Grooming
Neglect and Acts of Omission	Child on Child abuse
Emotional or Psychological	Radicalisation
Discriminatory abuse	Self Harm
Domestic abuse	Self Neglect
Financial or material abuse	Bullying
Organisational Abuse	Online bullying or cyber bullying
Distribution of nudes and semi nudes	Gambling addiction
Drug or alcohol misuse	

## What is the Safeguarding Structure?

Everyone within UJC must fully understand and implement the safeguarding policies and procedures relevant to their role and, where these are also provided, guidelines. To enable this to happen UJC requires all their staff to complete Safeguarding training, as appropriate to their role.

UJC also has a safeguarding structure that ensures that all staff are clear on who has responsibility for safeguarding in both a strategic and operational context, to ensure we are proactively engaging with safeguarding right across the organisation, as follows:

### Responsibility of the Chief Executive Officer and Board of Trustees is to:

- Ensure the effectiveness of the safeguarding policy and its interactivity with other policies;
- Ensure appropriate and up to date training is available for all staff;
- Ensure all practice within UJC is legally compliant;
- Ensure there are sufficient resources available to support safeguarding practice;
- Ensure there is a responsible and trained Designated Safeguarding Lead (DSL);
- Ensure safer recruitment practice is in place, inclusive of ensuring correct vetting processes are in place and actively embedded across the programmes;
- Ensure the safeguarding process is audited, lessons are learnt from the review of incidents and all records are stored according to the current legislation.

### Designated Safeguarding Lead (DSL)

This person is the primary person who supports and manages any ongoing safeguarding incident. They are responsible directly to the Board of Trustees and in all safeguarding activities take the lead (this can be delegated if appropriate).

UJC has appointed **Sophie Dunoff as the Designated Safeguarding Lead** who is responsible for dealing with any safeguarding concern. In their absence, **Harvey Belovski** who is the deputy will be available for staff to consult with.

### Role of the Designated Safeguarding Lead:

- To receive information from staff, external agencies, members of the public, and parents/carers about concerns, allegations or disclosures;
- To assess this information promptly and take appropriate action, as outlined in our adult protection process below;
- To be familiar with Local Authority processes and guidance to ensure swift and efficient referral to statutory authorities and be the main contact for external agencies to discharge their duties;
- To maintain records of any adult allegation, disclosure or concern raised, action taken and follow action required;
- To promote safeguarding across the organisation and ensure that all staff are inducted and trained as appropriate to their role.

### All Staff

- It is everyone's responsibility to safeguard service users within UJC.
- It is everyone's responsibility to report any allegations or disclosures made to them or they become aware of, as well as raise concerns in a timely manner to the appropriate person.

## Responding to people who have experienced or are experiencing abuse

Please see Appendix 1 for an overview of response to concerns.

UJC recognises that it has a duty to act on reports, or suspicions of abuse. It also acknowledges that taking action in cases of abuse is never easy.

### How to respond if you receive an allegation or disclosure:

- Reassure the person concerned
- Listen to what they are saying
- Record what you have been told/witnessed as soon as possible using the recording template in Appendix 3
- Remain calm and do not show shock or disbelief
- Tell them that the information will be treated seriously
- Don't start to investigate or ask detailed or probing questions
- Don't promise to keep it a secret

### If you witness abuse or abuse has just taken place the priorities will be:

- To call an ambulance if required
- To call the police if a crime has been committed
- To preserve evidence
- To keep yourself, staff and service users safe
- To inform the Designated Safeguarding Lead
- To record what happened in the Safeguarding recording template.

All situations of abuse or alleged abuse will be discussed with the DSL or their deputy. If a member of staff feels unable to raise this concern with the DSL then concerns can be raised directly with the police and/or adult social services where applicable. The alleged victim will be told that this will happen. This stage is called making a referral.

If it is appropriate and there is consent from the individual, or there is a good reason to override consent, such as risk to others, a referral will be made to the police and/or adult social services.

If the individual experiencing abuse does not have capacity to consent a referral will be made without that person's consent, in their best interests.

The DSL may take advice at the above stage from an external safeguarding advisor, adult social services and/or the Police.

## Safeguarding Procedure

All of our staff are encouraged to use the procedure set out below if they have a concern:

- Any member of staff who receives an allegation, disclosure or has a concern about an adult **MUST** immediately raise the concern with the DSL. This should always be done at the earliest possible moment.
- Notes of the initial conversation should be written down. They should not be transcribed or altered in anyway, as they may have to be submitted to the police as evidence.
- A discussion is then had between the staff (receiving the allegation, disclosure or raising the concern) and the DSL where they assess whether there is a significant risk to the individual (OR whether the incident is an emergency).



- **IF** the answer is **yes** then the DSL will make contact with the appropriate statutory services i.e. Social Services, Police. They will then complete the appropriate documentation and inform the CEO or deputy (1) as appropriate.
- If the answer is **no** i.e. there is no immediate emergency or harm, then notes will be taken and discussion had, to ensure the best response is given i.e. referral to other agencies (3) or a holding brief internally.
- In all cases the member of staff will comply with the advice of the DSL or appropriate senior manager until closure of the incident. Confidentiality **MUST** be respected (Privacy Policy)
- If a member of staff or external person feels they are not being listened to they should follow the whistleblowing policy.

### **What if you are told something by an adult and they then say to not tell anyone or withdraw their consent?**

Adults have a right to self determination. There is an assumption that adults have the mental capacity to make their own decisions (even if it is unwise), this is defined in the Mental Capacity Act 2005.

If this occurs, then you should always try and understand why someone does not wish to seek help or report. However, it is not your job to criticise or share the information unless you have to.

If the person is over 18 years then consent should be sought from the individual to refer. If they decline this should be respected (further support or the seeking of supportive information should be made available to the individual. A clear record should be kept (see Privacy Policy)

If, however the DSL believes that the individual's; decision making ability is impaired; a criminal act has occurred and the individual/s are at liberty to hurt others; or the person is being coerced, they **MUST** refer to statutory agencies directly (called Third Party referral).

### **Section 2: Procedure for recruitment and training of staff**

University Jewish Chaplaincy are committed to the safeguarding and protection of all service users. We will carefully select, train and support all those with any responsibility within the organisation, in line with Safer Recruitment principles and UJC's Safer Recruitment Policy. This means that we will:

- Ensure that our recruitment and selection processes are inclusive, fair, consistent and transparent.
- Take all reasonable steps to prevent those who might harm children or adults from taking up, positions of respect, responsibility or authority where they are trusted by others.
- Adhere to safer recruitment legislation, guidance and standards, responding positively to changing understandings of good safer recruitment practice.
- Produce and disseminate practice guidance on safer recruitment, ensuring that such practice guidance is compatible, and keep it updated.
- Always seek advice from human resources personnel to achieve best possible practice.
- Ensure management staff are trained on safer recruitment practice guidance.
- Introduce systems for monitoring adherence to the University Jewish Chaplaincy's safer recruitment practice guidance and review them regularly.

### **Induction, training and supervision**

All new staff will be provided with a full induction to UJC, including but not limited to:

- Training on our policies, including safeguarding, health and safety etc

- Induction to UJC, our aims, objectives and mission
- Training on how to best support, deal with and manage roles on campus, including how to deal with issues which may come up on campus such as drug abuse, inappropriate behaviour etc and expected professional conduct
- Training on social media usage
- Session on staff handbook and various policies within it
- Mental health first aid training
- Session on finances and expenses and relevant organisational policy

Additional and refresher training will be provided thereafter for all staff on an ongoing basis. Chaplains are invited to request and suggest training in certain areas that need development and UJC will endeavour to respond to these requests.

### Section 3: Code of Conduct

Sometimes adults have their own needs that may affect their behaviour, and their ability to look after the safety and welfare of others. It is our policy to make every effort to safeguard staff/volunteers from any form of abuse/harm while participating in activities. UJC takes all reasonable steps to ensure that, through relevant procedures and training, students and staff taking part in activities, do so in a safe environment.

#### Reminder

If you have a concern about the safety and welfare of any student, or you have concern about the behaviour of a member of staff or volunteer, you must tell the CEO / DSL.

However, we also ask you to ensure you are working as safely as possible, so here is a list of good practice when working with students:

Staff should not:

- Give students lifts except in emergency and never without prior knowledge of Head Office. If this situation arises staff should wherever possible, arrange for another member of staff to accompany them.
- Work alone with student on a regular but non-planned basis unless they have discussed and agreed this with the Head Office.
- Do not enter into a relationship with a student, other than in a professional capacity. If you have concerns this may be happening i.e. a crush is forming, then you should raise awareness of this immediately to your line manager or DSL
- Even when halachically permitted, physical contact of any sort is laden with meaning and may be misconstrued, especially by those in vulnerable situations. As such, extreme caution is advised when instigating or responding to any physical contact.
- A Chaplain should avoid visiting a student alone in their accommodation, when visiting students consider having someone else with you, ensuring doors are kept open and that someone else is in the property. You should always check that your visit is welcome.
- Appropriate locations should be used to meet students privately which allow a student to feel comfortable and allows for privacy but which doesn't compromise either person's sense of security.
- Private meetings held at home between members of the opposite gender should only take place when other family members are around in the home. Wherever possible and not prohibitive for purposes of confidentiality, they should take place with the door open.



- Chaplains should limit the amount of personal intimate questions that are asked, apart from where strictly necessary and relevant. Questions can be misconstrued as an invasion of personal space

### **Use of Social Media**

When you contact students by email or online you should:

- Use language that is suitable between adults. Try to avoid any words or phrases that could be misinterpreted or misconstrued
- Ensure that any images you send are appropriate and that external hyperlinks you include do not lead to inappropriate content
- Chaplains should avoid social instant messaging students which includes sensitive or highly personal information or discussion.
- Chaplains should avoid long and heartfelt discussions online that may lead to the student feeling overly attached/dependant on the Chaplains response and involvement in their life.

### **Social media and mobile technology**

When using social media, remember that what is published online is visible publicly. This can be positive for UJC and raises the publicity of the work that we do. However, there are some tips that should be considered when using social media.

- Where possible, adults or trusted adults should avoid 'becoming friends' with students on personal social media sites e.g. Instagram, Facebook, Whatsapp. Professional profiles are preferred.
- Where possible, a student should not use your mobile phone to take photographs or record videos (even if they are for the UJC website or social media). However, if this is the only option, you should supervise the person using the device.
- UJC must carefully consider the information, images and posts that you publish on social media sites and the connection that can be made to you.
- When using social media to publicise the work of UJC, you must ensure that the relevant photo permissions have been sought.
- If you get into trouble online, you can use the CEOP report button found on most websites

When using images of students online (including on social networking sites and YouTube etc) and in publications you should:

- Before using a photograph or video of a student either online or in print format, formal permission should be sought.
- Only allow photographs to be taken of suitably dressed subjects and in appropriate situations
- Use photographic devices that are under the control of UJC. If using your personal phone, you should download as soon as is possible and delete any images
- The use of cloud services is okay for storage but use a secure reputable provider with guaranteed storage in the UK or EEA

### **Section 4: Procedure for whistleblowing and responding to allegations or suspicions against a member of staff**

As part of our approach to safeguarding, UJC has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our code of conduct are constantly lived, monitored and reinforced by all staff and where all concerns are dealt with promptly and appropriately.

Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe





they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

All staff should feel able to raise any concerns about poor or unsafe practice and potential failures in UJC's safeguarding regime. The CEO at UJC will take all concerns or allegations received seriously.

All members of staff are made aware of UJC's Whistleblowing procedure which can be found in the staff handbook. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a service user at risk.

When raising a concern regarding a member of staff, or another person in a position of trust, it is advisable that you report your concern as early as possible. A significant delay in reporting the matter may make the subsequent investigation difficult to pursue.

Please see Page 29 in the Staff Handbook – Whistleblowing Policy.

UJC will ensure that any allegations made against members of staff will be dealt with swiftly.

Please see Page 13 in the Staff Handbook – Management of Allegations against staff.

### **Section 5: Confidentiality and information sharing**

UJC is committed to maintaining confidentiality wherever possible and information around Safeguarding issues should be shared only with those who need to know. For further information, please see University Jewish Chaplaincy's Privacy Policy and Processes.

### **Section 6: Relevant Legislation**

- **The Care Act 2014** – Came into effect in 2015, its main focus is on putting people and their carers in control of their care and support. The Act combines various existing pieces of legislation which previously shaped how social care was arranged in Britain.
- **Health, Safety and Welfare Act 1974** – A general duty for employers to protect and ensure a safe space for employees and volunteers.
- **Safeguarding Vulnerable Groups Act 2006** - All people working with adults at risk should be appropriately checked if they are undertaking a regulated activity on a regular basis
- **The Counter-Terrorism and Security Act 2015** - gave local authorities a statutory duty to have 'due regard to the need to prevent people from being drawn into terrorism' (the 'Prevent duty')
- **Equality and Diversity Act 2010** – It consolidates previous anti-discrimination law in UK. It requires equal treatment to everyone (See Equality and Diversity policy).
- **Data Protection and GDPR** sets out guidelines for the collection and processing of personal information and aims to give individuals more rights over how their data is used. GDPR is incorporated into the UK's Data Protection Act 2018.
- **Human Rights Act 1998** and the United Nations Convention the Rights of the Child (signed up to in 1991 by UK government) – Some elements have been enshrined within UK law i.e. Article 1 definition of a child; Article 2 all children should be treated the same; Article 3, the



best interests of the child must be a primary consideration in decision making; and Article 12 all children have the right to express their views freely, in all matters that affect them.

- **The Mental Capacity Act 2005** - Protects adults by providing a legal framework to empower and support individuals who may lack the mental capacity to make their own decisions, ensuring that decisions made on their behalf are in their best interests while respecting their autonomy and rights.
- **Working Together to Safeguarding Children (2018)** – This is statutory guidance document that lays out how to work in partnership with other agency aka inter agency working, should a child be implicated in safeguarding concerns arising.
- **Adult Support and Protection (Scotland) Act 2007** – the Scottish legislation designed to protect those adults who are unable to safeguard their own interests and are at risk of harm because they are affected by disability, mental disorder, illness, physical or mental infirmity.

### Associated Policies

All policies should be read in conjunction with guidance and UJC processes and procedures, including but not limited to:

- Privacy Policy
- Technology Usage Policy
- Whistle blowing Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Safer Recruitment Policy
- Complaints Policy
- Staff Handbook – Management of Allegations Against Staff

**NB:** Protection concerns are not bound by the need to maintain confidentiality i.e. if you have a concern; are aware of an allegation or disclosure has been made, then you **MUST** share with your DSL, or external agency e.g. the Police immediately.

If the Police request information either directly or via a Section 29 you **MUST** comply.

**Approved by Sophie Dunoff (CEO) – 05/09/2023**

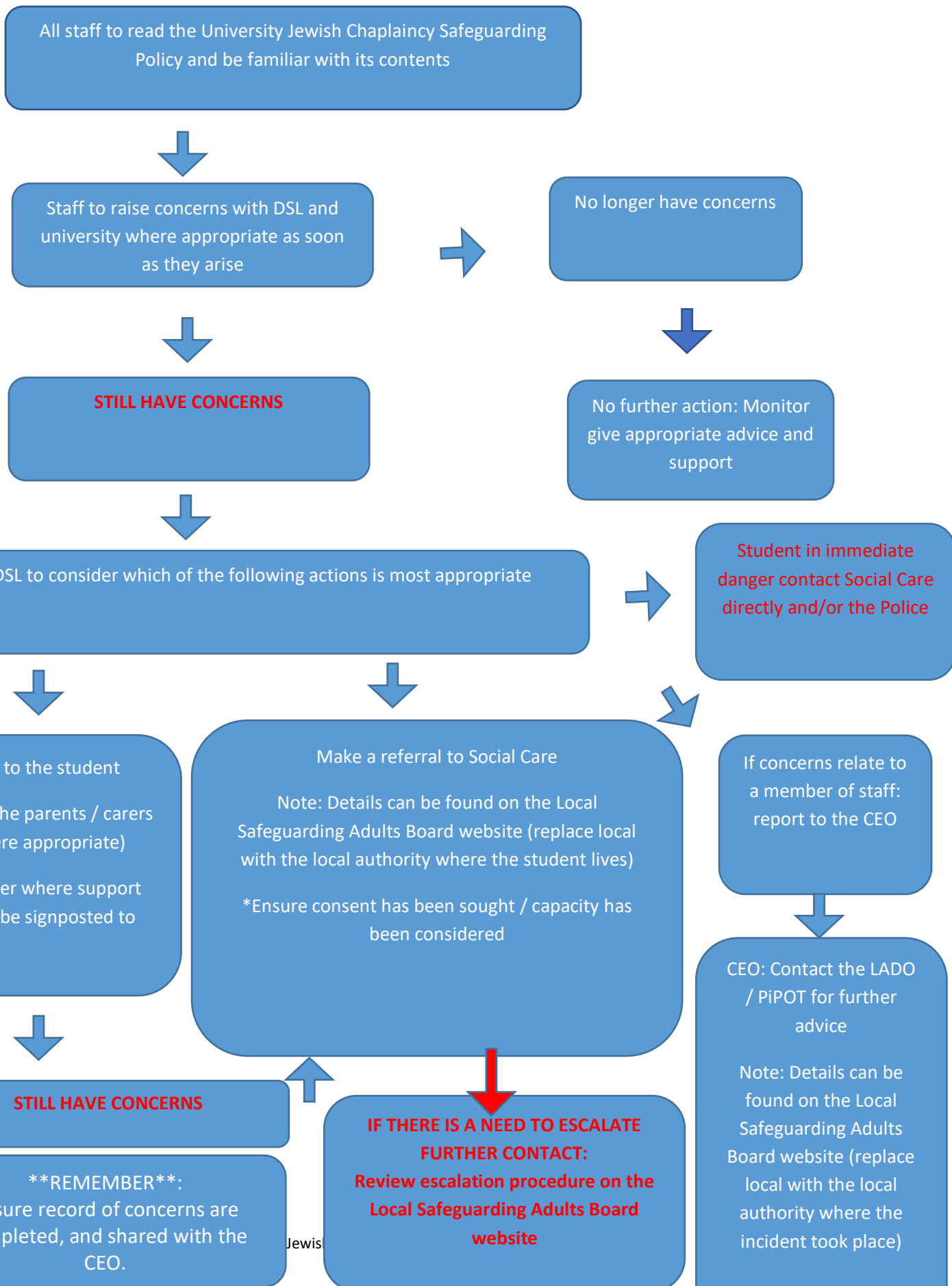
**Approved by (Chair on behalf of Board of Trustees) – Uri Goldberg**

**Date of approval – 08/09/23**

**Version - 2**

**Review date – July 2024**

## Appendix 1: Flowchart of responding to a concern



## Appendix 2

### **Definitions (Appendix 1) – NB:** defined by Legislation or relevant national guidance

Abuse is a form of maltreatment and can be both self inflicted or inflicted by others. Abuse can take place at home, college or within any physical environment. It can also happen in an online or virtual environment such as social media or gaming apps.

An abuser might be anyone, but they are often known by the victim. An abuser will make every effort to build a trusting relationship with the victim and will often befriend or seek to maintain the respect of friends and colleagues alike, this is called Grooming.

Abuse can occur in any relationship at any time. It may result in significant harm to, or exploitation of the person subjected to it.

**Emotional/Psychological** – persistent emotional maltreatment of a person that results in their wellbeing or development being impaired. Some form of emotional abuse is involved in all types of abuse, but can also occur on its own.

**Physical** - is an individual's body being injured or hurt e.g. hitting, pushing or assault. Physical abuse can also be in other forms i.e. drowning, inflicting illness upon another. It is always intentionally hurtful and harmful.

**Sexual** – Involvement in a sexual act where the person does not wish to be involved is coerced or does not have the understanding to make an informed choice e.g. rape, sexual assault, inappropriate touching or exposure i.e. imagery, film.

**Neglect/Act of Omission** – The failure to prevent harm that damages or impairs growth or development by not meeting a person's basic physical or mental needs.

**Discriminatory abuse** - Discriminatory abuse is when someone picks on a person because something about them is different. This can include unfair or less favourable treatment due to a person's race, sex, gender reassignment, age, disability, religion or belief, sexual orientation, appearance or cultural background, marriage or civil partnership, pregnancy and maternity.

Signs of possible discriminatory abuse include but are not limited to: harassment offensive materials or graffiti verbal abuse, gestures or statements which are unwelcome and intended as insults threatening or obscene behaviour jokes of a derogatory nature bullying, offensive language or violence excluding or treating differently preventing contact with particular individuals.

**(Abusive environment) aka Domestic abuse** - Abuse or violence in a relationship is about a pattern of behaviour that one person uses against another to intimidate them and get them to do what they want. Domestic abuse is any incident of threatening behaviour, violence or abuse. Domestic abuse will include emotional, psychological, physical, sexual and financial abuse between those who are or have been intimate partners or family members, regardless of gender, sexuality, age, race, wealth or geography.



**Financial or material abuse** - Financial or material abuse is the theft or misuse of a person's property or assets. Signs of possible financial or material abuse include but are not limited to: money going missing and/or having no cash available small items disappearing regularly unusual or inappropriate financial transactions person is without belongings, clothes or services which they can afford person managing financial affairs appears evasive or difficult carer seeks to secure financial assets rather than provide personal care recent or long-lost relatives or acquaintances expressing sudden or disproportionate affection for a vulnerable adult with money or property recent changes to their legal documents.

**Organisational abuse** - Organisational abuse is the mistreatment, abuse or neglect of vulnerable adults by an organisation or its personnel. It can take place within settings and services that children or vulnerable adults live in or use, and it violates their dignity, resulting in a lack of respect for their human rights. It can take the form of an organisation failing to respond to or address incidents of poor practice brought to its attention. Organisational abuse means that a culture is created where emotional, physical and sexual abuse become acceptable and can be regarded as the norm. As part of that culture all too often visits are discouraged and the involvement of relatives or friends are kept to a minimum. Possible signs indicating this abuse can be found under the relevant headings in this section.

**Criminal exploitation: county lines** - Criminal exploitation of vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines is missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threat of violence. It can be perpetrated by individuals or groups, males or females, and young people or adults. It is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**Grooming** - Grooming is the planned and deliberate act of manoeuvring another individual into a position that makes them more isolated. They become dependent and likely to trust the abuser, and more vulnerable to abusive behaviour. Grooming occurs when someone builds an emotional connection with a child or vulnerable adult to gain their trust for the purposes of abuse or exploitation. They can be groomed online or in person, by a stranger or by someone they know – for example a family member, friend or professional. Groomers can be male or female. They can be any age. The internet has created new opportunities for abusers to target the vulnerable. They do this by taking advantage of an unsuspecting individual and then proceed to groom. Because the internet is largely unregulated, it has become a significant tool for manipulation in the hands of an abuser. Caring and concerned adults may also be groomed by the abuser, winning their trust, and as a result a situation which should cause concern becomes acceptable. Those affected may not realise they have been groomed, or that what has happened is abuse and abusers will try to overcome a child or an adult's natural resistance in stages by: making and sustaining contact offering gifts or rewards as bribes using secrecy and possible threats so that they become isolated introducing them to abuse that appears natural.



**Child on Child abuse** - Adults can abuse other adults. It can take many forms including: bullying; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Sexual violence and sexual harassment can occur online and offline.

Child on child abuse tends to be experienced by children aged 10 and upwards, with those abusing them being slightly older. Signs of possible peer on peer abuse include but are not limited to: physical injuries drug and alcohol abuse going missing committing criminal offences disengagement from school poor mental health sexual health concerns.

**Radicalisation** - Radicalisation is defined as the process by which those who are vulnerable come to support terrorism or violent extremism and, in some cases, to directly participate in or support terrorist groups. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. It may follow experience of racism or discrimination.

They believe that joining a movement offers social and psychological rewards such as adventure, camaraderie and a heightened sense of identity. Signs of possible radicalisation include but are not limited to: changes in behaviour sense of isolation or failure expression of extremist views use of inappropriate language – racist or hate terms supporting violent methods and actions accessing extremist material online, including through networking sites (eg. Facebook, YouTube) travel for extended periods to international locations known to be associated with extremism.

**Self-harm** - Self-harm is the act of deliberately causing harm to oneself either by causing a physical injury or by putting oneself in dangerous situations. Self-harm is primarily a coping strategy and can provide a release from emotional distress and enable an individual to regain feelings of control. There is no typical person who self-harms. It can be anyone. Signs of possible self-harm include but are not limited to: covering up cut marks with clothing frequent thoughts of helplessness, hopelessness, or worthlessness shame, guilt, low self-esteem unexplained injuries fear depression loss of sleep unexplained weight loss or gain confusion unexpected or unexplained change in behaviour feeling guilty.

**Self-neglect** - Self-neglect is neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Possible signs indicating self-neglect can be found under the heading of Neglect in this section. Sexual exploitation Sexual exploitation is a type of sexual abuse in which children or vulnerable adults are sexually exploited for money, power or status. Some children and vulnerable adults are trafficked into or within the UK for this purpose. They may be tricked into believing they are in a loving, consensual relationship.

Abusers will use various means to gain compliance such as drugs, alcohol, gifts, threats and bribes. Signs of possible sexual exploitation include but are not limited to: being missing from home or care physical injuries drug or alcohol misuse involvement in offending repeated sexually-transmitted infections, pregnancy and terminations absence from school change in physical appearance being estranged from their family inappropriate use of social networking sites and other media devices receipt of gifts from unknown sources recruiting others into exploitative situations poor mental health, self-harm thoughts of or attempts at suicide.

**Bullying** – Is a pattern of behaviour that can be any of the following: threatening, aggressive or intimidation; abusive, insulting or offensive; cruel or vindictive; humiliating, degrading or demeaning. It can happen between children, young people or adults, in groups or singularly. It can happen within the ‘real world’ or happen within cyberspace.

**Online bullying or cyberbullying** - happens on social media networks such as Instagram, Facebook etc. Also other forms such as games, or mobile phones. Examples can include posting nasty material, spreading rumours, embarrassing images

**Distribution of nudes and semi-nudes** – this is when someone shares sexual, naked or semi-naked images of themselves or others, or sends sexually explicit pictures. This is illegal in the UK

**Drug or alcohol misuse** – is a pattern of behaviour which changes or alters the mood or mental state of an individual. Substances that can cause harm can be illegal or legal i.e. pain relief, glues etc.

**Gambling addiction** - is the inability to stop gambling when losses begin to take a toll on relationships, finances and career. Gambling addiction often co-occurs with alcohol abuse or drug addiction and it can make people very vulnerable to coercion and/or mental health issues

### Appendix 3 – Safeguarding Alert Form

<b>Safeguarding Alert Form</b>	
Reference: UJCSG1	
Person completing the form:	
Region Name:	
Phone contact details:	
Email address:	

<b>Details of incident/suspected or actual abuse:</b>	
Date of alleged incident/harm:	Area where incident/harm took place:
Time of alleged incident/harm:	Who reported the alert:
	Date:
<b>Who was involved:</b>	
<b>Details of Alleged Victim</b>	
Name:	Ethnic Origin:
Address:	Nature of alleged victims' vulnerability:
Date of Birth:	Any other details (e.g. communication needs):
Phone :	



<p><b>Details of Alleged Perpetrator</b></p> <p>Name :</p> <p>Address:</p> <p>Date of Birth:</p> <p>Phone Contact:</p> <p>If the alleged perpetrator is a staff member please provide staff details (E.g. job role, employer, address of place of work)</p>	<p><b>Ethnic Origin:</b></p> <p>Relationship to victim:</p> <p>Are they a vulnerable adult? Yes/No</p> <p>Alleged perpetrators vulnerability (if applicable):</p> <p>Any other details:</p>
<p><b>Have you made the victim aware that details of the incident are being recorded and will be investigated:</b></p> <p style="text-align: right;">Yes/No</p>	
<p><b>If not, why not?</b></p>	
<p><b>Description of alleged incident / alleged harm, detailing all people involved including witnesses</b></p> <p>On this page please give a detailed description of the incident (please include times) and any other comments you feel are relevant. If necessary, attach further pages.</p>	

<p><b>What action did you take immediately after the incident/allegation of harm</b> (E.g. administered first aid, asked perpetrator to leave, took victim to secure area)</p>	
<p><b>Were the Police called: Yes / No</b></p>	<p><b>Were any other emergency services called: If yes, which service(s)? Yes / No</b></p>
<p><b>Names and badge numbers of Police:</b></p>	<p><b>Outcome:</b> (Response time, taken to hospital etc)</p>
<p><b>Are there any other Agencies involved? Yes/No</b></p>	<p><b>Please provide details of agencies:</b></p>
<p><b>Are there any capacity issues?</b></p> <p>Yes/ No</p>	<p><b>Please provide details:</b></p>
<p><b>Has the victim made any previous referrals/alerts? Yes/No</b></p>	<p><b>Please provide details</b> (e.g. dates, type of abuse):</p>
<p><b>Is the victim in immediate danger of further abuse? Yes/No</b></p>	<p><b>Have any immediate actions been identified to reduce the potential for further abuse? Yes/No</b></p>
<p><b>Has an initial assessment been made to determine further potential risk to the victim? Yes/No</b></p>	<p><b>What actions have been taken to reduce the potential for further abuse?</b></p>
<p><b>Are there any risks to others? Yes/No</b> (Vulnerable adults, children)</p>	<p><b>Please provide details</b> (include who this information has been shared with – e.g. Children’s Social Care, Police):</p>
<p><b>Signed:</b></p>	<p><b>Date:</b></p> <p><b>Time:</b></p>
<p><b>This form must be sent to the Designated Safeguarding Lead and followed up with a phone call.</b></p>	



This is a confidential document and should be stored securely. It is your responsibility to ensure that this is done.

Decision by Designated Safeguarding Lead:

Safeguarding Referral made Yes / No

If No – please give reasons for decision