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This safeguarding policy is split into two sections. Section 1 is the Safeguarding Children Policy..  
Section 2 is the Safeguarding Adults at Risk Policy. Please also refer to policy 1.2 Safer Recruitment.

This policy will be reviewed annually.

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## Section 1 Safeguarding Children

### Purpose

Aiming Higher is committed to good practice, which protects children from harm. Staff and Volunteers in the organisation accept and recognise their responsibilities to develop awareness of the issues, which can cause children harm.

### Definitions

AH means 'Aiming Higher'

Child means anyone under the age of 18 years old.

LSCB means 'Local Safeguarding Children Board'.

Risk of significant harm means 'a child or young person is at **risk of significant harm** if the circumstances that are causing concern for the safety, welfare or wellbeing of the child or young person are present to a **significant** extent.'

### Policy Statement

AH endeavours to safeguard the welfare of the young people it works with by protecting them from physical, sexual, emotional harm and neglect by:

- Adopting Child Protection guidelines through a code of behaviour for staff and volunteers. Ensuring all staff and volunteers are familiar with and follow the Child Protection Procedures published by the LSCB.
- The creation of an environment where young people are listened to and encouraged to talk about themselves, their lives and any concerns they may have.
- Sharing information about child protection and good practice with staff, volunteers, children and their families.
- Sharing information about concerns with agencies on a 'need to know' basis and involving children and their families appropriately.
- Following carefully, the procedures for recruitment and selection of staff and volunteers.
- Providing effective management for staff and volunteers through regular supervision, support and on-going training.

AH is also committed to reviewing its Policy and good practice annually.



## Confidentiality

AH aims to provide a confidential service but recognises that in some circumstances the right to a confidential service is overridden by the need to protect the human rights of vulnerable people, including children. This is reflected in our Confidentiality Policy.

## Disclosure and Barring Service Check (DBS) / Safe Recruitment

As a preventative measure all employees who work with children, young people and vulnerable adults are required to undergo an Enhanced DBS Check with barred lists. This will be redone every three years.

Two references are requested and checked against following offer of employment and prior to start date. This will be monitored by the Line Manager.

## Training

All AH employees will receive Safeguarding Children and Professional Boundaries training and all related policies and procedures training within six months of taking up post. Employees who identify or witness potential abuse will be fully supported by AH Management Team and all employees will be issued with out of hours contact details for their Line Manager and relevant Social Services Duty Team.

AH employees are not in a position to make decisions about whether abuse has taken place or not, therefore all situations where abuse is suspected will be referred to Social Services. Social Services will determine if a police report is required, employees are expected to liaise with Police as part of their investigation.

## Security

Employees, visitors, and volunteers (including students) will be wearing identification badges at all times when carrying out work on behalf of Aiming Higher.

All employees, visitors, beneficiaries, volunteers, students, contractors, trustees and anyone else accessing the building must sign in on arrival, using the sign in system.

## Compliance with Legislation

We acknowledge, and emphasise, our commitment to compliance with all related UK regulations and guidance that supports this policy. This includes, but is not limited to:

- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- Working Together to Safeguard Children
- Children's Social Care National Framework
- Depart of Education Advice for Practitioners

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**231-233 Church Street, Blackpool FY1 3PB Telephone: 01253 206448**

**Email: [info@aiminghighercharity.org.uk](mailto:info@aiminghighercharity.org.uk) Reg Charity: 1144664**



- The Home Office Guidance for Mandatory Reporting of Female Genital Mutilation (FGM)

### What is abuse?

- Abuse is treatment that causes significant harm and can result in the deterioration of a child's physical, emotional, social, or behavioural development.
- Abuse reflects a lack of respect and is an infringement of legal and civil rights.
- Abuse of power by a professional may constitute a criminal act.
- Abuse may be a single incident or part of a systematic pattern.
- Abuse may be a deliberate act or may be the result of a failure to act appropriately.
- Abuse can take place in a variety of settings. These can include the child's own home, a relative or friend's home, nursery or educational setting, group settings i.e., sports, hobbies etc. or a hospital.
- Abuse can have its roots in poor practice that goes unchecked or unguided.
- Abuse can take place within both personal and professional relationships. It can be carried out by other service users or by people who deliberately form a relationship with a child/young person in order to exploit them.

### Indicators of abuse

Abuse can take many different forms and detecting abuse is not a simple process. Warning signs may include the child becoming increasingly withdrawn or exhibiting signs of stress, anxiety, fear, aggression, loss of self-esteem, being reluctant to be cared for by a particular person or not wanting to be visited by or left alone with, for example, a family member, friend or care professional.

A number of indicators should alert staff to consider whether abuse may have occurred.

The table on page four of this document provides further information on types and examples of abuse.

Some examples of warning signs of possible abuse

- A history of unexplained falls and minor injuries.
- Physical signs of harm or illness
- A change in the child's usual behaviour and personality.
- Disturbed sleep pattern
- Becoming withdrawn or isolated or self-neglect
- Difficulty in gaining access to the child – for example, always asleep or failure to attend nursery, school, appointments.
- Unusual weight gain or loss.
- Aggressive or violent behaviour.
- Changes in hygiene.

## Types of abuse

- Physical
- Sexual including sexual exploitation
- Emotional/Psychological
- Neglect
- Online
- Trafficking

| TYPE OF ABUSE   | DEFINITIONS                                                                                                                                                                                                                                                                                                                                        | EXAMPLES (Please note, this list is not exhaustive)                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical</b> | Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.                                                                                                                                                                                                                                      | Children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell — this is known as fabricated or induced illness (FIi).                                                                            |
| <b>Sexual</b>   | <p><b>Contact abuse</b> involves touching activities where an abuser makes physical contact with a child, including penetration</p> <p><b>Non-contact abuse</b> involves non-touching activities, such as <u>grooming</u>, <u>exploitation</u>, persuading children to perform sexual acts over the internet, photographs, videos and flashing</p> | <p>Sexual touching of any part of the body whether the child's wearing clothes or not</p> <p>Rape or penetration by putting an object or body part inside a child's mouth, vagina or anus</p> <p>Forcing or encouraging a child to take part in sexual activity</p> <p>Making a child take their clothes off, touch someone else's genitals or masturbate.</p> <p>Encouraging a child to watch or hear sexual acts</p> <p>Not taking proper measures to prevent a child being exposed to sexual activities by others</p> |

|                                            |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |                                                                                                                                                                                         | <p>Meeting a child following sexual grooming with the intent of abusing them</p> <p>Online abuse including making, viewing or distributing child abuse images</p> <p>Allowing someone else to make, view or distribute child abuse images</p> <p>Showing pornography to a child</p> <p><b>Sexually exploiting</b> a child for money, power or status (child exploitation).</p>                                                                                                                                                                                                                                                                |
| <p><b>Emotional/<br/>Psychological</b></p> | <p>Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.</p> | <p>Humiliating or constantly criticising a child</p> <p>Threatening, shouting at a child or calling them names</p> <p>Making the child the subject of jokes, or using sarcasm to hurt a child</p> <p>Blaming, scapegoating</p> <p>Making a child perform degrading acts</p> <p>Not recognising a child's own individuality, trying to control their lives</p> <p>Pushing a child too hard or not recognising their limitations</p> <p>Exposing a child to distressing events or interactions such as <u>domestic abuse</u> or drug taking</p> <p>Failing to promote a child's social development</p> <p>Not allowing them to have friends</p> |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Persistently ignoring them</p> <p>Being absent</p> <p>Manipulating a child</p> <p>Never saying anything kind, expressing positive feelings or congratulating a child on successes</p> <p>Never showing any emotions in interactions with a child, also known as emotional neglect.</p>                                                                                                                                                                                                                                                                                                                                                              |
| <b>Neglect</b> | <p>A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.</p> <p>A child may be put in danger or not protected from physical or emotional harm.</p> <p>They may not get the love, care and attention they need from their parents.</p> <p>A child who's neglected will often suffer from other abuse as well.</p> <p>Neglect is dangerous and can cause serious, long-term damage – even death.</p> | <p><b>Physical neglect</b><br/>Failing to provide for a child's basic needs such as food, clothing or shelter. Failing to adequately supervise a child or provide for their safety.</p> <p><b>Educational neglect</b><br/>Failing to ensure a child receives an education.</p> <p><b>Emotional neglect</b><br/>Failing to meet a child's needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It's often the most difficult to prove.</p> <p><b>Medical neglect</b><br/>Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations.</p> |
| <b>Online</b>  | <p>Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children</p>                                                                                                                                                                                                                                                                                                   | <p><b>Cyberbullying</b><br/>Sending threatening or abusive text messages</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|  |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.</p> | <p>Creating and sharing embarrassing images or videos</p> <p>'Trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games</p> <p>excluding children from online games, activities or friendship groups</p> <p>setting up hate sites or groups about a particular child</p> <p>Encouraging young people to <u>self-harm</u></p> <p>voting for or against someone in an abusive poll</p> <p>Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name</p> <p>Sending explicit messages, also known as <u>sexting</u></p> <p>Pressuring children into sending sexual images or engaging in sexual conversations.</p> <p><b>Grooming</b></p> <p>Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of <u>sexual abuse</u>, <u>sexual exploitation</u> or <u>trafficking</u>.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                                                                    | <p>Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional.</p> <p>Groomers may be male or female.</p> <p>They could be any age.</p> <p>Many children and young people don't understand that they have been groomed or that what has happened is abuse.</p> <p>Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child.</p> <p>They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship.</p> <p>It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.</p> |
| <b>Trafficking</b> | Child trafficking and modern slavery are child abuse. Children are | <p>Children are trafficked for:</p> <ul style="list-style-type: none"> <li>• <u>child sexual exploitation</u></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|  |                                                                             |                                                                                                                                                                                                                                                                                                                                                                      |
|--|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | recruited, moved or transported and then exploited, forced to work or sold. | <ul style="list-style-type: none"> <li>• benefit fraud</li> <li>• forced marriage</li> <li>• domestic servitude such as cleaning, childcare, cooking</li> <li>• forced labour in factories or agriculture</li> <li>• criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.</li> </ul> |
|--|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Continuum of Need

We work within the guidelines of the pan-Lancashire Continuum of Need and Early Help assessment framework.

An assessment of a child's positive Resilient Factors and negative Risk Indicators will allow a decision to be made as to where they sit on the Continuum of Need and the level and type of service provision that they will receive. This will either be through Universal service, a multi-agency Early Help response, or through Statutory local authority services. A statutory response can be at either child in need or child protection level.

UNIVERSAL Needs and negligible risks are met through universal services which include schools, health care (including midwives, health visitors and GPs), housing and other easily accessed services. Signposting to appropriate universal services, offer of information and advice if necessary

EARLY HELP Evidence of some unmet need(s) and low risk. Targeted service provision and/ or multi-agency response to ensure that the child maintains the capacity and protective factors to sustain satisfactory development Who will help me? Own agency safeguarding lead/ team Duty and Assessment team.

STATUTORY CHILD IN NEED Higher levels of unmet needs and medium risk with sustained and persistent problems that have not been possible to resolve at lower levels A child in need (Section 17 of the Children Act 1989) is defined as "unlikely to maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired

without the provision of services; or a child who is disabled”. Concerted multi-agency support assessed by a social worker to respond to serious problems and avoid them becoming entrenched.

**CHILD PROTECTION** Significant unmet needs and high risk and without a multi-agency response they will continue to suffer or be at risk of suffering significant harm A child protection response is required (Section 47 of the Children Act 1989) when there is “reasonable cause to suspect that a child... is suffering, or likely to suffer, significant harm.

## Procedure

### Protecting Children and Workers- Code of Behaviour

Always:

- Ensure all staff and volunteers understand and adhere to these guidelines.
- As part of the induction process, ensure that all staff and volunteers understand and adhere to these guidelines and receive appropriate Council and in-house training.
- Treat everyone with respect and lead by example.
- Encourage children and their families to feel comfortable enough to point out attitudes and behaviour they are not comfortable with.
- Be aware of the possible implications of physical contact with young people and remember others could misinterpret actions or comments.
- Recognise that caution is required when dealing with sensitive issues such as bullying, bereavement, grief or abuse.
- Document and talk through with colleague/line manager/appropriate social worker any behaviour/remark or incident that you feel unsure about.
- Remain professional and aware of boundaries.

Never:

- Spend excessive amounts of time alone with a child away from others.
- Take children to your home or show favouritism to any individual.
- Engage in rough physical games, apart from structured sport activities or allow abusive peer activities such as initiation ceremonies, bullying etc.
- Engage in sexually provocative games.
- Let allegations a child makes go unchallenged or unrecorded and never make assumptions, jump to conclusions or be judgemental.
- Do things of a personal nature for children that they can do for themselves.

## Child Protection Procedure

If you suspect or are told that a young person is at risk of significant harm, then:

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You **must always** consult with your line manager or in the case of an emergency contact the local duty social worker.

- Document the facts, as you know them, including dates, times, and names. Never investigate.
- Make it clear that you can offer support but that you must pass on the information.
- If the disclosure is directly from the young person, listen without interruption, and do not ask questions about what you may suspect.
- Provide support as appropriate.
- Accept at face value what the young person says.
- Do not pass judgement on what is said but do try to alleviate fears or guilt the young person may have.
- Never approach a suspected abuser yourself.

For further information and guidance consult the Blackpool Child Protection Procedures, available from LSCB.

#### Children in Need

Protection professionals usually react swiftly to protect a child suffering serious and significant harm. It is the grey areas such as 'neglect' or 'failure to thrive' which have caused difficulty and there is now greater focus on providing a thorough assessment of a child's needs. The multi-agency assessment and referral form should be used when an agency considers that a child has needs that cannot be met solely by that agency, and where co-ordinated intervention is required to promote, safeguard or protect the child concerned. However, whenever an agency considers immediate protective action is required a child protection referral should be made in the usual way.

#### Whistleblowing

If you have any concerns regarding the practice of workers or the organisation with regards to safeguarding, please follow the AH Whistleblowing Policy.



## Contact Details

### Blackpool Designated Officer Contact Details

Tel: 01253 477558

Email: [lado@blackpool.gov.uk](mailto:lado@blackpool.gov.uk)

Form for reporting concern: [LADO Children&#39;s Referral Form November 2021.doc \(live.com\)](#)

### Social Services Duty

If you are worried about a child's welfare call;

Duty and assessment team

Children's social care

125 Albert Road

Blackpool

FY1 4BA

01253 477299 daytime (9am until 5pm)

01253 477600 out of hours (5pm until 9am)

[duty.assessment@blackpool.gov.uk](mailto:duty.assessment@blackpool.gov.uk)

### Designated Safeguarding Leads within AH

Project Manager - Jenny Jones – 07401 084356



## Section 2 Safeguarding Adults at Risk

### Purpose

Aiming Higher works with adults who care for children who are disabled and who may be vulnerable to abuse in the home or whilst in care. AH recognises that parents themselves can also be vulnerable to abuse.

### Definitions

AH means Aiming Higher

‘Adult(s)’ means the person(s) aged 18 years or over

‘Employee’ means both paid and unpaid associates of Aiming Higher and therefore includes volunteers.

The term ‘adult at risk’ has replaced ‘vulnerable adult’. The term ‘adult at risk’ is detailed in the new Care Act 2014 and focuses on the situation causing the risk, rather than the characteristics of the adult concerned. Safeguarding duties apply to any adult (18 years and over) who meet the following criteria:

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

Abuse can be defined as “a single or repeated act or lack of appropriate action, occurring within a relationship where there is an expectation of trust, which causes harm or distress to an older person” (Action on Elder Abuse 1995) or “a violation of an individual’s basic, human and civil rights by any other person or persons” DOH 2000).

### Confidentiality

AH aims to provide a confidential service but recognises that in some circumstances the right to a confidential service is overridden by the need to protect the human rights of vulnerable people. This is reflected in our Confidentiality Policy.



## Disclosure and Barring Service Check (DBS)

As a preventative measure all employees who work with vulnerable adults are required to undergo an Enhanced DBS Check, which is paid for by AH. This check also accesses the POVA list (Protection of Vulnerable Adults), which is the list of persons who have been barred from working in a care setting (including all care services in any setting or context). This list is kept and maintained by the Department of Health.

## Training

All AH employees will receive Protection of Vulnerable Adults and all related policies and procedures training within six months of taking up post. Employees who identify or witness potential abuse will be fully supported by AH Management Team and all employees will be issued with out of hours contact details for their Line Manager and relevant Social Services Duty Team.

AH employees are not in a position to make decisions about whether abuse has taken place or not, therefore all situations where abuse is suspected will be referred to Social Services.

## Security

Employees, visitors, and volunteers (including students) will be wearing identification badges at all times when carrying out work on behalf of Aiming Higher.

All employees, visitors, beneficiaries, volunteers, students, contractors, trustees, and anyone else accessing the building must sign in on arrival, using the sign in system.

## Compliance with Legislation

We acknowledge, and emphasise, our commitment to compliance with all related UK regulations and guidance that supports this policy. This includes, but is not limited to:

- The Care Act 2014
- The Sexual Offences Act (SOA) 2003
- Safeguarding Vulnerable Groups Act (SVGA) 2006
- Protection of Freedoms Bill (Chapter 1 of Part 5)
- Criminal Justice and Courts act 2015
- Mental Capacity Act (Section 44)
- Public Interest Disclosure Act (PIDA) 1998
- Employment Rights Act (ERA) 1996



### What is abuse?

- Abuse is treatment that causes significant harm and can result in the deterioration of a person's physical, emotional, social, financial, or behavioural development.
- Abuse reflects a lack of respect and is an infringement of legal and civil rights.
- Abuse of power by a professional may constitute a criminal act.
- Abuse may be a single incident or part of a systematic pattern.
- Abuse may be a deliberate act or may be the result of a failure to act appropriately.
- Abuse can take place in a variety of settings. These can include, but is not limited to, the person's own home, a relative or friend's home, a day centre, a hospital or a residential care or nursing home.
- Abuse can have its roots in poor practice that goes unchecked or unguided.
- Abuse can take place within both personal and professional relationships. It can be carried out by other service users or by people who deliberately form a relationship with a vulnerable person in order to exploit them.

### Indicators of abuse

Abuse can take many different forms and detecting abuse is not a simple process. Warning signs may include the vulnerable adult becoming increasing withdrawn or exhibiting signs of stress, anxiety, fear, aggression, loss of self-esteem, being reluctant to be cared for by a particular person or not wanting to be visited by or left alone with, for example, a family member, friend or care professional. A number of indicators should alert staff to consider whether abuse may have occurred. The table on page four of this document provides further information on types and examples of abuse.

Some examples of warning signs of possible abuse

- A history of unexplained falls and minor injuries.
- Physical signs of harm or illness
- A change in the vulnerable person's usual behaviour and personality.
- Disturbed sleep pattern
- Becoming withdrawn or isolated or self-neglect
- Difficulty in gaining access to the vulnerable person – for example, always asleep or gone out or failing to attend day centres.
- Unusual weight gain or loss.
- Aggressive or violent behaviour.

### Types of abuse

- Physical
- Sexual

- Emotional/Psychological
- Financial or Material
- Neglect and Acts of Omission
- Discriminatory
- Institutional Abuse, Neglect and Poor practice
- Self-Neglect

| TYPE OF ABUSE               | DEFINITIONS                                                                                                                                                                                                                                                                                             | EXAMPLES<br>(This list is not exhaustive)                                                                                                                                                                                                                                                                            |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical                    | <ul style="list-style-type: none"> <li>• Any physical contact or action that results in discomfort, pain and injury</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Hitting, slapping, pushing, shaking, finger marks, burns.</li> <li>• Untreated sores or wounds.</li> <li>• Under or over use of medication.</li> <li>• A number of injuries or bruising at different states of healing.</li> </ul>                                          |
| Sexual                      | <ul style="list-style-type: none"> <li>• Sexual harassment</li> <li>• Coercion or being forced into a sexual act against his/her will or to which he/she has not given consent – recognising the inability of some people to give consent.</li> <li>• Sexual acts which are against the law.</li> </ul> | <ul style="list-style-type: none"> <li>• Difficulty in walking/sitting.</li> <li>• Pain injury bleeding or bruising of anal, genital, or abdominal areas.</li> <li>• Stained or torn underclothes or sheets.</li> <li>• Venereal disease, recurrent bouts of cystitis.</li> <li>• Inappropriate touching.</li> </ul> |
| Emotional/<br>Psychological | <ul style="list-style-type: none"> <li>• Action or inaction by others that result in mental or emotional anguish</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Breach of confidentiality.</li> <li>• Failure to pass on essential information.</li> <li>• Shouting, swearing, name calling, ridicule, mocking, and intimidation.</li> <li>• Bullying, harassment, deliberate isolation, denying privacy.</li> </ul>                        |
| Financial                   | <ul style="list-style-type: none"> <li>• Denying the competency of a person to handle his or her own affairs.</li> <li>• Misuse of money valuables or property.</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>• Unexplained withdrawals of money, sudden inability to pay bills.</li> <li>• Pressure in connection with wills and inheritance issues.</li> </ul>                                                                                                                            |

| TYPE OF ABUSE                                            | DEFINITIONS                                                                                                                                                                                                                         | EXAMPLES<br>(This list is not exhaustive)                                                                                                                                                              |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <ul style="list-style-type: none"> <li>Extortion of money, etc. by use of threats.</li> <li>Depriving a person of their own property, possessions etc.</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Disparity between assets and satisfactory/ safe living conditions.</li> <li>Lack of money for personal items and needs.</li> </ul>                              |
| <b>Neglect</b>                                           | <ul style="list-style-type: none"> <li>Failure to identify and / or meet the care needs of an individual</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Pressure sores.</li> <li>Being left in wet clothing.</li> <li>Malnutrition and dehydration. Ignoring requests.</li> <li>Poor hygiene, dirty clothes.</li> </ul> |
| <b>Discriminatory</b>                                    | <ul style="list-style-type: none"> <li>Failure to recognise individuality and the rights of all citizens to be free of discriminatory practices.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Lack of choice.</li> <li>Racist comments.</li> <li>Failure to recognise religious practices and stereotyping.</li> </ul>                                        |
| <b>Institutional Abuse, Neglect and Poor performance</b> | <ul style="list-style-type: none"> <li>This may take the form of isolated incidents of poor or unsatisfactory professional practice at one end of the spectrum, through to persuasive ill treatment or gross misconduct.</li> </ul> | <ul style="list-style-type: none"> <li>Poor performance</li> <li>Abuse of any type performed within an institution</li> </ul>                                                                          |

### Information sharing

The following information is taken from the government publication [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](#). Please click the link for further information and to read the whole document.

### The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

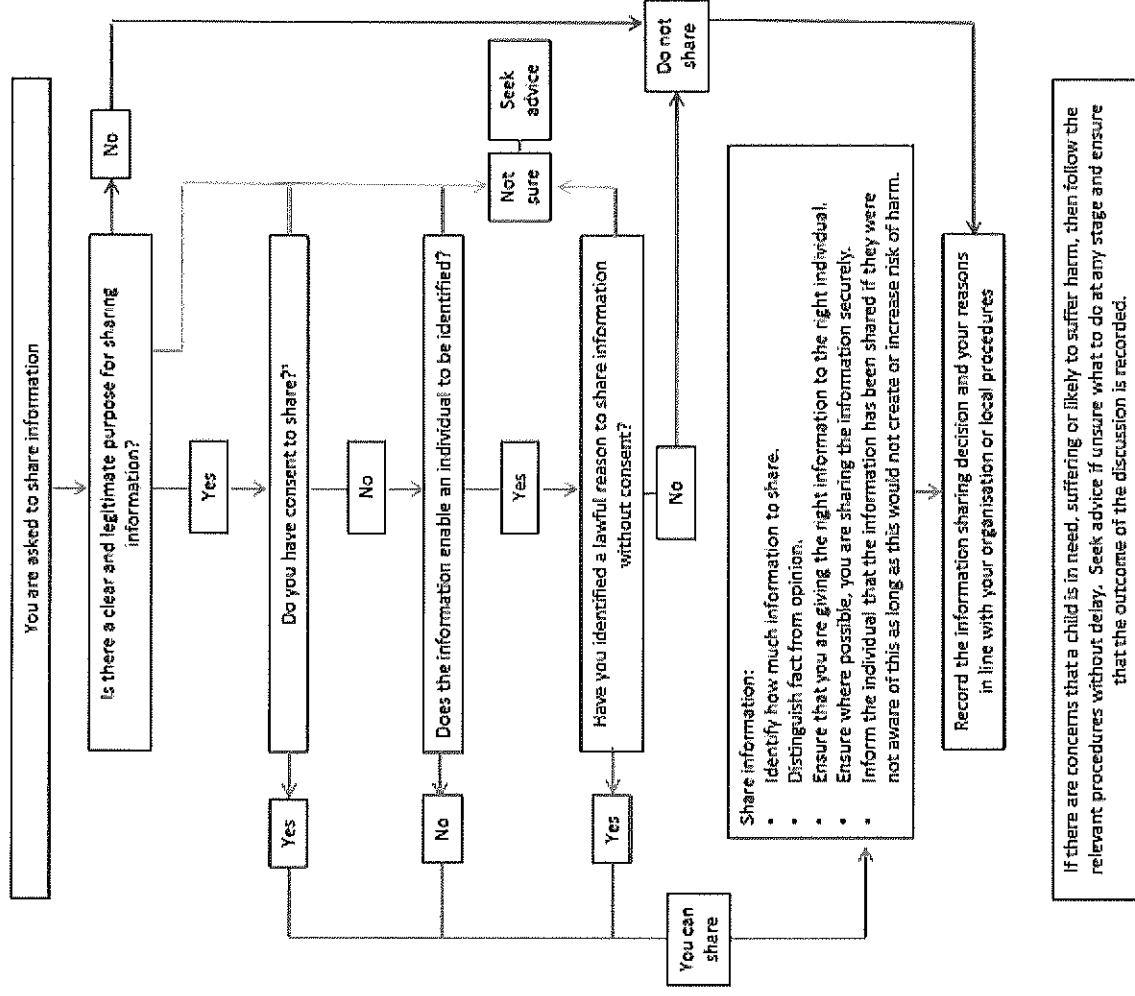
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231-233 Church Street, Blackpool FY1 3PB Telephone: 01253 206448

Email: [info@aiminghighercharity.org.uk](mailto:info@aiminghighercharity.org.uk) Reg Charity: 1144664

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

## Flowchart of when and how to share information



*All records must be shared with the relevant authority and may be subject to audit.*

## Flowchart of Safeguarding Reporting Procedures

