

<b>NAME</b>	Safeguarding Policy
<b>CATEGORY</b>	<b>Safeguarding</b>
<b>OWNER</b>	Safeguarding Lead
<b>LATEST VERSION</b>	February 2024
<b>REVIEW DATE</b>	February 2026

# Safeguarding Policy

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**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## **PART 1**

### **POLICY STATEMENT**

#### **1.1 Introduction**

Plantlife International (Plantlife) believes that it is unacceptable for a child or adult to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children<sup>1</sup> and adults at risk<sup>2</sup>, by a commitment to practices and procedures which protect them. Plantlife works with children and adults at risk in an education and community outreach environment, via volunteer practical conservation, surveys and education opportunities and at public events.

#### **We recognise that:**

- the welfare of the child/adult at risk is paramount
- all children and adults, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- working in partnership with children and adults at risk, their parents, carers and their agencies is essential in promoting people's welfare

#### **1.2 Aims**

#### **The purpose of the policy is:**

- To provide protection for the children and adults at risk who receive Plantlife's services
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or adult may be experiencing, or be at risk of, harm
- To provide staff and volunteers with guidance on working with children and adults at risk in order to protect them from accusations of misconduct
- To protect Plantlife as a whole and demonstrate our moral and procedural integrity in this area
- This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Plantlife e.g. contractors and partner organisations.

#### **1.3 Implementation**

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<sup>1</sup> Defined here as individuals (children and young people) under the age of eighteen in UK and international law.

<sup>2</sup> Defined here as 'any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and support' (Care Act 2014 [England]). This definition is broadly consistent with definitions across the devolved nations. In Scotland, the definition of an 'adult at risk' or 'vulnerable adult' applies to those aged 16 years and over.

### **We will seek to safeguard children and adults at risk by:**

- Adopting appropriate guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about good practice in safeguarding with staff and volunteers
- Sharing information about concerns with appropriate agencies and involving parents, children and adults at risk appropriately and in line with guidance
- Providing effective management for staff and volunteers through supervision, support and training
- Reviewing our policy and good practice annually in order to take into account changes in law and changes in the size and nature of Plantlife

### **1.4 Designated Safeguarding Lead**

Caroline Peterson, HR Officer is the designated Safeguarding Lead for Plantlife ([caroline.peterson@plantlife.org.uk](mailto:caroline.peterson@plantlife.org.uk) / 01722 342730) and has an operational responsibility for receiving concerns about the safety and welfare of children and adults at risk. The Safeguarding Lead makes decisions about what action needs to be taken, contacting and liaising with other agencies involved in safeguarding children and adults at risk. The Safeguarding Lead also has strategic responsibilities and will be responsible for ensuring this policy is implemented and properly reviewed.

In the event that the Safeguarding Lead is not available, individuals with concerns regarding the safety of children or adults at risk should contact Sarah Mendham, HR Manager ([sarah.mendham@plantlife.org.uk](mailto:sarah.mendham@plantlife.org.uk) / 01722 342730) or Rachel Jones, Learning Lead, ([rachel.jones@plantlife.org.uk](mailto:rachel.jones@plantlife.org.uk) / 07795414376)

### **1.5 Policy Support**

This policy should be read in conjunction with Plantlife's:

- Health, Safety and Welfare at Work Policy
- Volunteer Policy
- Equal Opportunities Policy
- Safeguarding Code of Practice
- Participation Activities & Events Code of Practice

### **1.6 Recruitment**

When recruiting staff or volunteers, Plantlife staff must consider whether or not a Disclosure and Barring Service (DBS) check or Protecting Vulnerable Groups Scheme (PVG) Scheme check (in Scotland), is appropriate because the role meets eligibility for certain levels of check. The following questions may help you decide if a role requires a check:

- Will the role involve working with children (under 18 year olds) or adults who have been identified to be at risk (e.g. who are elderly, ill or disabled?)
- Will the role involve working frequently with these groups?

If applying for a DBS check you can use an online tool to help determine which level of check to apply for [www.gov.uk/find-out-dbs-check](http://www.gov.uk/find-out-dbs-check)

- ✓ Working with children usually requires an enhanced DBS check
- ✓ Working with adults at risk requires a DBS check but the level of check depends on the frequency of contact

The final decision as to whether a check is needed or not will fall to Plantlife's HR Manager (Sarah Mendham) and the Safeguarding Lead (Caroline Peterson) and therefore it is important they are consulted.

When recruiting staff or volunteers for roles involving work with children or adults at risk, the following procedures should be adopted:

- Job/role advertisements and descriptions should make clear where posts may involve working with children or adults at risk and where they will require a Disclose and Barring Service (DBS) check or Protecting Vulnerable Groups Scheme (PVG) Scheme check in Scotland.
- The applicant should be tested on their knowledge, skills and understanding of working with children, young people or adults at risk in the interview.
- Ideally, one person with experience of working with children, young people or adults at risk should be on the interview panel. Preferably they should have a DBS/PVG check.
- Two written references will be obtained in line with our Recruitment Policy. Where there are any concerns, these will be followed up by a phone call to the referee.
- New staff and volunteers inductions will cover Plantlife's safeguarding policy and procedures where their work will involve working with children and adults at risk.
- Where a member of staff or volunteer's role changes to include working with children or adults at risk an induction on Plantlife's safeguarding policy and procedures must take place.

## **1.7 Training**

- All staff and volunteers should read this policy and agree to abide by the safeguarding procedures and Code of Conduct 2.3 of this policy document.
- All staff will complete the 'Basic Safeguarding Awareness' E-Learning course.
- Some staff will also be asked to complete a Level Two relevant Safeguarding course. These are –
  - ✓ Staff who are required to have a DBS or PVG check

- ✓ Staff not required to have a DBS or PVG check but work closely with adults during the course of their work e.g. manage a regular volunteer group, visit adults in their homes
- The Safeguarding Lead will attend a recognised course for designated safeguarding leads and continue to develop knowledge through further training opportunities and information sessions.

## 1.8 Underpinning policy

- UN Convention on the Rights of the Child 1990 - sets out how all children should have access to basic human rights.
- The Human Rights Act 1998 - sets out the rights of children and families
- Safeguarding Vulnerable Groups Act 2006 - defined regulated activity and the requirement for employers to check the barring lists for persons barred from regulated activity
- Equality Act 2010 - a legal framework to protect the rights of individuals and advance equality of opportunity for all
- Protection of Freedoms Act 2012 - redefined regulated activity and the rights of practitioners in the barring process
- Data Protection Act **2018** - governs the protection of personal data.

### England

- The Children Act 1989 provides the legislative framework for child protection in England. Key principles established by the Act include the paramount nature of the child's welfare and the expectations and requirements around duties of care to children. This is strengthened by the Children Act 2004, which encourages partnerships between agencies and creates more accountability.
- Both of these acts are amended by the Children and Social Work Act 2017, which received Royal Assent on 27 April 2017.
- The Care Act 2014 is the law that sets out how adult social care in England should be provided.

### Wales

- Social Services and Well-Being (Wales) Act 2014 - introduces the well-being duty and the individual's rights to their voice and choice, wishes, views and feelings in all matters affecting them. Part 7 Safeguarding requires a person-centred approach to safeguarding each individual, upholding rights, to consent, to advocacy and a more consistent approach to addressing misconduct of practitioners (a person in direct work with children or adults)
- Wales Safeguarding Procedures launched 2019, the practitioner's guide to carrying out safeguarding in Wales, freely available to all by app (constantly refreshed) and website <https://www.safeguarding.wales/en/>

### Scotland

- The Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 also defines a child as a person under 18 years in relation to sexual exploitation of children under the age of 18 through prostitution or pornography.
- Under the Children and Young People (Scotland) Act 2014, a 'child' is defined as someone under the age of 18. The individual young person's circumstances and age will dictate what legal protections are available. For example, the Adult Support and Protection (Scotland) Act 2007 can be applied to over-16s when the criteria are met.
- The Adult Support and Protection (Scotland) Act 2007 applies to those aged 16 and is designed to protect those adults who are unable to safeguard their own interests and are at risk of harm

### **Northern Ireland**

- Safeguarding Vulnerable Groups (NI) Order 2007 (as amended by the Protection of Freedoms Act 2012) established a vetting and barring scheme
- The Safeguarding Board Act 2011 provided the legislative framework for the creation of a regional Safeguarding Board for Northern Ireland (SBNI)

### **1.9 Role of the Board**

The Plantlife Board of Trustees have ultimate and collective responsibility for safeguarding under their governance role. Trustees should be suitable people to make up the Board (not disqualified by the Charity Commission) and ensure that any serious incident, appertaining to safeguarding but could be due to other reasons, is reported in a timely fashion to the Charity Commission. The Board of Trustees should be able to make strategic and key safeguarding decisions, as guided by Safeguarding Lead and the Senior Management Team.

Tim Jones is the designated Trustee with responsibilities for safeguarding.

The Safeguarding Policy should be signed by the Chair of the Board.

## **PART 2**

### **POLICY PRODECURES**

#### **2.1 Introduction**

The purpose of these procedures is to provide guidance to staff, volunteers, trustees and all other people who come into contact with children and adults at risk through their work with Plantlife. Key issues and likely scenarios on Plantlife activities are addressed and procedures outline best practice.

If any of the below become impossible to adhere to, the activity must be brought to an end as quickly and safely as possible. Leaders have the right to turn away individuals who wish to take part in an event that is unsuitable for them, or are behaving in a way that is a danger to themselves or others.

#### **2.2 How to respond to signs or suspicions of abuse**

All concerns of abuse towards a child or adult at risk must be taken seriously and responded to promptly, calmly and professionally. It is not the role of the Plantlife to decide whether a child or adult at risk has been abused or not. **Plantlife's responsibility is to report, not investigate.** Investigation of criminal activity is the task of police who have legal responsibility and the social services who have powers to investigate child/adult protection concerns. It is however everybody's responsibility to ensure that concerns are shared and appropriate action taken. If you suspect abuse you must contact the Safeguarding Lead who will then get in touch with the local social services team.

Plantlife recognises that children and adults at risk suffer abuse when the person who is meant to care for them, parent, carer, professional, volunteer etc. (i.e. people who are in a relationship with the individual) fail in their duty or ability to care for them. Abuse can include physical, sexual, emotional, financial and neglect. See Appendix 1 for more information on types of abuse. Appendix 2 gives details on signs to look for which may indicate abuse is taking place.

##### **2.2.1 What to do if someone is being violent towards a child or adult at risk**

- If you witness inappropriate behaviour in other adults in charge of children or adults at risk, or worrying behaviour between children or adults at risk then let the responsible Plantlife leader or member of staff know.
- If you are the leader then you should try to stop or prevent the abuse if you can do so without unreasonable risk to the child, adult, yourself or anyone else. Try to remain



calm and un-antagonistic when dealing with the situation. Protect others around the situation and prevent harm wherever possible. Don't be afraid to halt the intended activity and ask people to move to a safer place. Take all steps you can to ensure that no other situation arises which could cause any further concerns.

- Contact the Safeguarding Lead at the earliest opportunity to make a verbal report or contact the police directly if the situation is unsafe. This should be followed up with a written report to the Safeguarding Lead.

### **2.2.2 What to do if you have reasonable cause to suspect that an adult at risk or child is experiencing or is at risk of abuse, neglect or harm:**

1. Immediately inform the Safeguarding Lead and share your concerns. The Safeguarding Lead will contact the local social services or police child protection team. If the Safeguarding Lead/deputy or other nominated member of staff is not available, you must phone the local social services or police child protection team directly. You may ask for their guidance on the situation. It may be appropriate to then make a verbal safeguarding report regarding the individual. Provide the name and contact details of our Safeguarding Lead.
2. Ensure that after reporting you are clear on who is taking what actions. Write these down.
3. Make a written record of the facts as you know them, sign and date them, and give a copy to the Safeguarding Lead within 24 hours.
4. When making a verbal safeguarding report by phone this should be followed up in writing within 24 hours, by the person who makes the verbal safeguarding report, with oversight from the Safeguarding Lead, wherever possible. The outcome of all communication should also be recorded.
5. Discuss with the Safeguarding Lead what steps you reasonably can put in place to ensure that no other situation arises which could cause any further concerns.
6. Safeguarding Lead and line managers will ensure that, if a volunteer or member of staff is implicated, they are withdrawn from any contact with children and adults as part of their volunteer or paid work.

### **2.2.3 What to do if you receive an allegation of the abuse of a child or adult at risk**

If a child or adult at risk tells you about abuse by someone else:

1. Stay calm, accessible and receptive.
2. Allow the child or adult at risk to speak without interruption, accepting what is said, and listening carefully.
3. Alleviate feelings of guilt and isolation while passing no judgement.
4. Reassure the child/ adult at risk that they have done the right thing in informing you.
5. Only question the person to confirm what they have told you and not to investigate any further and at all times avoid asking questions that suggest a particular answer. One way to encourage the child gently to speak on is to repeat their phrases, for example: Child: 'Dad hit me last night'. Adult: 'Hit you?'
6. Advise that you will try to offer support, but that you must pass information on. **Do not promise confidentiality.**
7. Tell them what you will do next and with whom the information will be shared.

8. The child or adult at risk must be kept informed of any decisions taken.
9. Take down in writing what was said using the own words of the child or adult at risk as soon as possible. Note date, time, any names mentioned, to whom the information was given and ensure that this is signed and dated. Never ask the child or adult at risk themselves to write anything down.
10. Follow the same steps above 'If you suspect a child or adult at risk of being abused' above.

#### 2.2.4 Consent

Informed consent should be sought from any person about whom you are considering making a safeguarding report. The mental capacity to make this decision should be assumed unless the individual has been formally assessed to lack capacity. In which case, a “best interests” decision should be made. The exception is that consent is not required to report a crime, request police protection or to call for emergency medical help.

The duty to report in theory overrides any withheld consent, but you should still seek consent from the individual. Where this is withheld, you should explain why they are duty-bound to make a report, which should be based on having reasonable cause to suspect abuse, and seek to keep the individual informed of the process which will follow.

- **Consent regarding a child** - Be prepared to make a safeguarding report of suspected abuse and neglect - with or without the child’s consent – but ALWAYS try to gain consent from the child. Where a child appears to have the capacity and understanding, they should be consulted, and their consent obtained to ensure their wishes and feelings are known.
- **Parent about a child** - When deciding whether to obtain parental consent before making a safeguarding report about a child, the overriding consideration is whether this places the child at (greater) risk of harm. Try to obtain consent from the parent(s)/carer of the child, unless it would increase the risk of harm to the child. Aim to work in partnership with the parent(s) to safeguard the child and protect them from harm.
- **Consent regarding an adult** - an adult can choose to give or withhold consent to a safeguarding report being made about them. This is because they have the right as a private individual to decide whether they are able to protect themselves, or not. Always try to gain consent from the adult about whom you wish to make a safeguarding report. One way to help them decide to consent would be by agreeing with them what information should be included in the safeguarding report. A report can be made without their consent where:
  - o Other people may be placed at risk by the situation (e.g. known/likely perpetrator having access to similarly at risk individuals, or to a child)
  - o Undue influence of another person is suspected (coercion, threat or pressure applied)

Each individual has the right to withhold consent and therefore should be fully informed of any actions you may still take regarding their safeguarding. Adults with mental capacity have the right to make decisions for themselves (but not other people) which might be deemed “risky”.

Reports made without consent should state this and explain why consent was not obtained, or sought, if this is the case.

#### **2.2.4 If an allegation of abuse is made against you**

Immediately inform your line manager at Plantlife if you receive an allegation of abuse against you. If Plantlife receives an allegation of abuse against you, it will inform you. In either case make a written record of the facts as you know them and give them to your line manager as soon as possible. Plantlife has a legal obligation to pass any such allegations on to the police and the Local Authority Designated Officer if you have contact with children or adults with care and support needs and will make contact with the local safeguarding team.

Any allegation will be thoroughly investigated. This should not be interpreted as indicating culpability. As a matter of caution you will be removed from duty. If your behaviour is in line with these guidelines then you are entitled to the moral and practical support of your manager. If you are concerned about how the allegation is being dealt with then contact a colleague at the most senior level appropriate.

### **2.3 Code of Conduct**

Staff, volunteers, trustees and others working with children and adults at risk must take all reasonable steps to ensure the health, safety and welfare of any children or adults at risk in contact with Plantlife. To assist in identifying best practice, codes of conduct have been identified below.

#### **You should:**

- Remember that you are a role model and so ensure your behaviour, language and gestures are appropriate and above reproach when speaking, writing, phoning, emailing, using social media or using the internet. Someone else might misinterpret your actions no matter how well intentioned and so caution is required.
- Treat everyone with dignity and respect and respect a person’s right to personal privacy.
- Establish with other adults before the start of the activity who is responsible for the behaviour of the children / adults at risk – it may be the parent, teacher, community worker or youth leader. Ensure there are clear rules of behaviour and that everyone present is aware of these. Refer to Plantlife’s Safeguarding Code of Practice.
- Do not allow or engage in suggestive remarks, gestures or touching which could be misunderstood or misconstrued. This includes rough play, holding child’s or vulnerable adult’s hand or cuddling them unless it can readily be justified for example in coping with distress such as helping an individual to overcome an obstacle or a health and safety issue.

- Never put yourself in a situation where you are alone with a child or adult at risk. Remain within sight or earshot of other people if you need to speak to someone in private and plan activities so that situations where abuse might occur are minimised e.g. no one adult should be alone with a child or adult at risk.
- Do not take a child or adult at risk to the toilet on your own. Accompanying adults (e.g. teacher, parent, carer) should take responsibility for supervising toilet trips.
- Be alert to inappropriate or potentially harmful behaviour within a group, such as bullying and be prepared to take action where necessary.
- Always seek the consent of a child or adult at risk if you need to touch them to administer first aid or to help with clothing. Do not do things of a personal nature that people can do for themselves. Always try to ensure a witness is present.
- Encourage a culture of openness, where anyone experiencing upset feels able to report it. Be friendly but avoid being over-familiar in word or action and do not show favouritism within a group.
- Obtain appropriate consent from the child and parent/carer or the adult at risk and their carer before taking a photograph. (Photographs must not be taken on personal mobile phones or cameras and should not be kept by staff or volunteers on personal computers, phones or other devices. Close up photographs of children and vulnerable adults should always be accompanied by written consent from the appropriate person (e.g. a parent or carer where they are unable to provide their own consent). See Annex 3 Safeguarding Code of Practice, young people and adults at risk) for a model consent form where written consent is needed.
- Never disclose more personal information than necessary with children and adults at risk. Personal Facebook, email, phone numbers, Twitter accounts and similar methods of communication must not be shared with children and adults at risk.
- As a general principle avoid communication with children and adults at risk via your professional email and social media unless it is for the purposes of activity delivery e.g. arrangements for an ongoing summer school or monthly volunteer group. To avoid allegations of grooming, follow guidance in the Working with the Safeguarding Code of Practice and disclose any communications you are uncomfortable with to the Safeguarding Lead.
- Do not drink alcohol or use any intoxicating substances (recreational drugs or prescription medication) when children and people at risk are in your care.
- Do not engage in inappropriate physical, verbal or sexual behaviour with children or adults at risk, or with other adults while children and adults at risk are in your care.
- Report any behaviour or disclosure that causes you concern for the safety of a child or adult at risk immediately to the Safeguarding Lead.
- Make a written report of any incidents or disclosure and send to the Safeguarding Lead.

## 2.4 Confidentiality

We recognise that it is important that any information regarding suspected or actual abuse is shared only with those that need to know. Every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated; issues involving individual children or adults at risk must remain confidential to the people directly involved. This is in line with the Data Protection Act 2018. Disclosure of this information should be in the interest of the child or adult involved and authorised by the CEO.

## 2.5 Referring someone to the DBS/PVG

Employers must refer someone to the DBS/PVG if they:

- sacked them because they harmed a child or adult
- sacked them because they might have harmed a child or adult otherwise
- were planning to sack them for either of these reasons, but the person resigned first

They can do this by filling in the relevant form which is available from (DBS) <https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance> (PVG Scotland) <https://www.mygov.scot/pvg-referrals>

## APPENDIX 1 – Types of abuse

The NSPCC define the following as types of child abuse -

Bullying and cyberbullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Sexual abuse and exploitation - when a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. Sexual abuse can happen anywhere – and it can happen in person or online.

Child trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse.

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Female Genital Mutilation is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting'.

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.

Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

Non-recent child abuse, sometimes called historical abuse, is when an adult was abused as a child or young person under the age of 18. Sometimes adults who were abused in childhood blame themselves or are made to feel it's their fault. But this is never the case: there's no excuse for abuse.

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online.

Physical abuse is when someone hurts or harms a child or young person on purpose. It includes hitting with hands or objects, slapping and punching, throwing and shaking. It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

More information can be found here - [www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/)

The Care Act 2014 identifies the following as types of abuse related to adults -

Physical abuse – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.

Domestic violence – including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence.

Sexual abuse – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

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

Financial or material abuse – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Modern slavery – slavery, human trafficking, forced labour and domestic servitude. People are bought and sold for sexual exploitation, forced labour, street crime, cannabis cultivation, grooming and pimping, domestic servitude, forced marriage or even the sale of organs and human sacrifice.

Discriminatory abuse – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

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

Neglect and acts of omission – including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating

Self-neglect – this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. It involves no other perpetrator.

Sexual Exploitation – this covers exploitative situations where a person receives 'something' as a result of them performing or having performing on them, sexual activities. More information can be found here - [www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse](http://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse)

## APPENDIX 2 – Signs of abuse

### Signs of abuse in children

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality

- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour. You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing. For more information visit - [www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/](http://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/)

### Signs of abuse in adults

It's not always easy to spot the signs of abuse in adults. Someone being abused may make excuses for why they're bruised, may not want to go out or talk to people, or may be short of money.

- becoming quiet and withdrawn
- being aggressive or angry for no obvious reason
- looking unkempt, dirty or thinner than usual
- sudden changes in their character, such as appearing helpless, depressed or tearful
- physical signs – such as bruises, wounds, fractures or other untreated injuries
- the same injuries happening more than once
- not wanting to be left by themselves or alone with particular people
- bring unusually lighthearted and insisting there's nothing wrong



- their home may be cold or unusually dirty or untidy, or you might notice things missing
- a sudden change in their finances, such as not having as much money as usual to pay for shopping or regular outings, or getting into debt

For more information visit - [www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/abuse-and-neglect-vulnerable-adults/](http://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/abuse-and-neglect-vulnerable-adults/) and [www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse](http://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse)