



**Higher Education Services
Safeguarding &
Prevent Duty
Policy**

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Roehampton University, [Safeguarding Policy and Procedure](#)

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Higher Education Services Safeguarding & Prevent Duty Policy

1.0 Introduction

1.1 FutureLearn is committed to the safeguarding and promotion of the welfare of all its learners and staff. To that end, FutureLearn seeks to ensure that as an organisation, its activities, staffing, and procedures are carefully managed through a rigorous application of safeguarding principles that reflect our statutory responsibilities and government guidance. It also aims to ensure that its approach to handling any issues of a safeguarding nature is in accordance with sector best practice.

1.2 This policy should be read alongside the overarching safeguarding and safer recruitment policies and processes within FutureLearn, fully utilising Keeping Children Safe in Education (KCSiE) September 2024 which has informed this policy.

1.3 This policy primarily covers those students on a validated programme with FutureLearn. This policy does not include those students who are under an OPM sub-contractual arrangement, for example, Brunel University and Roehampton University. Students should follow the links below:

- Brunel University (BU), [Prevent Policy](#) & [Safeguarding Policy for Children and Vulnerable People](#)
- Roehampton University (RU), [Safeguarding Policy and Procedure](#)

1.4 All staff must read Part One: Safeguarding information for all staff and Annex B as a minimum. Keeping Children Safe in Education (KCSiE) September 2024, Part One and Annex B outlines abuse and safeguarding issues that all need to be aware of. Annex B contains additional information about specific forms of abuse and safeguarding issues. The Safeguarding of staff and learners at FutureLearn is deemed to be the responsibility of all staff at FutureLearn and Safeguarding along with the associated elements of Child Protection and the Prevent agenda are integral to all activities associated with FutureLearn whether on or off site.

1.5 Aspects included under the 'umbrella' of Safeguarding and for which FutureLearn has a responsibility in supporting all learners and apprentices include:

- Keeping staff and students safe within and outside of training and working environments.
- Staff and students need to be aware of the safeguarding risks and threats that could cause them harm or injury.

2.0 Purpose

2.1 This policy sets out FutureLearn's approach to providing a safe environment in which to work, study and research. Informed by legislation, this document sets out the definitions, responsibilities, and procedures required to ensure the safeguarding of children and vulnerable adults with whom we may have contact.

2.2 FutureLearn's safeguarding policy and procedures seek to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all learners:

- have a positive and enjoyable experience of their education at FutureLearn;
- can study or take part in their studies in an environment where they are safe, listened to, respected, and valued; are supported to challenge discrimination and promote the right to equal protection;
- are protected from emotional and other forms of abuse whilst participating in:
 - lecturer-led sessions via our virtual learning environment (VLE);

- organised online discussion forums on the VLE;
- FutureLearn-led online networking groups (social media);
- any extra-curricular activities based at FutureLearn.

2.3 FutureLearn’s safeguarding policy also seeks to ensure:

- effective management of safeguarding and prevent (including Martyn’s law) procedures through support, training, and workplace training;
- prompt response to any concerns raised in FutureLearn or workplace activities;
- confidential, detailed and accurate records of all safeguarding and prevent concerns are kept and securely stored;
- all staff members in unsupervised contact with minors (physical or virtual) are subject to annual DBS checks, and that accurate records of these tests are maintained.

2.4 Failure to comply with the safeguarding and prevent policy and procedures will be addressed without delay and may result in dismissal or exclusion from the organisation.

3.0 Definitions

3.1 A Minor

A minor is defined as anyone who has not yet reached their eighteenth birthday.

3.2 A Vulnerable Adult

A vulnerable adult is someone aged eighteen or over who is, or may be, in need of additional support and/or community services due to age, illness or mental or physical disability, or who is, or may be, unable to take care of him/herself or unable to protect him/herself against significant harm or exploitation.

3.3 A Victim

Someone who has been injured, who has suffered or who has been killed following the actions of someone or something else.

3.4 A Perpetrator

Someone who carries out a harmful or illegal act.

3.5 Abuse

Abuse (physical, emotional, sexual or neglect) is a form of maltreatment of a child or vulnerable adult, caused by inflicting harm or by failing to act to prevent harm. See Appendix 7 for examples and indicators of abuse, though this is not considered an exhaustive list.

3.6 Prevent and Martyn’s Law

Prevent is the government’s national counter-terrorism strategy aimed at stopping people from being drawn into terrorism or extremism. It aims to reduce the risk of radicalisation and to ensure those at risk are given advice and support. Martyn’s law places a duty on owners and operators of public buildings; including education establishments, to increase their preparedness for the protection from a terrorist attack.

3.7 Extremism

Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

3.8 Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

3.9 Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

3.10 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressured, or abuse is used, to force them to do so.

3.11 Child-on-Child Abuse

Child-on-child abuse is any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate.

3.12 Child Exploitation

Child exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child.

3.13 Child Criminal Exploitation

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

3.14 Female Genital Mutilation (FGM)

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

3.15 Serious Violence

Specific types of crime such as homicide, knife crime, and gun crime and areas of criminality where serious violence or its threat is inherent, such as in gangs and county lines drug dealing.

4.0 Staff Responsibilities

4.1 The following roles ensure that FutureLearn will discharge its responsibilities effectively. A full list of the Safeguarding Leads can be found in Appendix 3.

4.2 Principal Designated Safeguarding Officer (PDSO)

The PDSO holds responsibility for the implementation of the Safeguarding Policy and procedures. Their role will ensure, through delegation, that FutureLearn is committed to uphold its duty to safeguard its staff and students. The Director of Academic Affairs has overall responsibility for the strategic and operational implementation of safeguarding policy.

4.3 Designated Safeguarding Officer/Lead

Designated Safeguarding Officers/Leads are to be contacted when concerns are deemed urgent, high risk and there is an immediate threat to the individual in question and/or their dependents. Designated Safeguarding Officers/Leads are to support concerns that involve conversing with third party organisations. Designated Safeguarding Officers/Leads can be contacted if there is uncertainty around reporting concerns.

4.4 Prevent Lead

In the event of any concern relating to Prevent, any learner, staff member or other individual should email the Director of Academic Affairs (DAA), alison.watson@futurelearn.com or report via the [Report and Support](#) link. The DAA has overall responsibility for compliance with the Prevent Duty, to uphold the implementation of the enhanced tier of the Protect Duty (Martyn's law) and for operational coordination of Prevent procedures and for advising and supporting staff or learners who raise concerns. Designated

Safeguarding Persons have responsibility for operational coordination of safeguarding procedures and for advising and supporting staff who raise concerns.

5.0 Raising a Concern

5.1 Safeguarding concerns must be raised when there is either disclosure of harm, exploitation, or abuse or where there is a risk of such. FutureLearn does not expect staff or students to decide whether someone has been harmed or is at risk. However, it does expect concerns to be raised as per this policy, so that action can be taken. Situations where concerns should be raised but are not limited to:

- A child or vulnerable adult discloses that they have been subject to harm, exploitation, or abuse.
- A student or staff member discloses information about their family member which suggests there is a risk of harm, exploitation, or abuse to a child or vulnerable adult.
- There is a concern that a child or vulnerable adult is at risk of harm or manipulation.
- Changes have been noticed regarding a child or vulnerable adults' appearance which could suggest harm, exploitation, or abuse.
- A student or staff member who has recently been arrested or convicted of a crime, the nature of which could pose a risk to the individual or others or where the offense involves harm or risk to others, such as assault, harassment or sexual misconduct.

6.0 Protocol

6.1 Refer to Appendix 1 for a visual of the appropriate channel to report a safeguarding concern. Refer to Appendix 2 for links to appropriate safeguarding referral forms, plus the links to the partner universities in section 1.3. FutureLearn student support can help students when reporting any concerns. Appendix 5 includes examples which will support awareness-raising in connection with recognising safeguarding concerns.

6.2 Concerns where a child is at risk:

Where a child is suffering or is likely to suffer from harm, abuse or exploitation, it is important to refer them to their local authority children's social care department (and the police as appropriate). This will ensure a contextual approach to address such harm. The following toolkit directs to the relevant local authority children's social care contact number: <https://www.gov.uk/report-child-abuse-to-local-council>.

7.0 Dealing with Concerns about Radicalisation

7.1 FutureLearn's safeguarding policy also extends to protecting children and vulnerable adults from involvement in groups who aim to radicalise them. The Counter Terrorism Act 2015 imposes a duty on 'specified authorities', Higher Education providers fall under this and therefore FutureLearn understands its duty of care to prevent people being drawn into terrorism.

7.2 FutureLearn will:

- Train staff on how to identify extremism and radicalisation.
- Be vigilant about the risks of radicalisation.
- Have in place policy and procedures to prevent extremism.
- Train staff on the implementation plans for the Protect Duty (Martyn's law) FutureLearn believes that dealing with potential signs of radicalisation should be dealt with by utilising a safeguarding approach.

7.3 This approach enables relevant services within and outside FutureLearn to identify an individual's needs and vulnerabilities. If a member of staff is concerned that an individual may be becoming radicalised s/he can seek guidance from [ACT](#) and also the DAA.

8.0 Martyn's Law

8.1 In response to Martyn's law and to prepare for the Protect Duty a risk assessment and security plan will be carried out in order to achieve a successful level of security preparedness in line with other regulatory regimes (including Fire and Health and Safety).

9.0 Following a Concern

9.1 During office hours, safeguarding concerns are monitored daily by either Designated Safeguarding Officers/Leads or by People Services, depending on the type of concern and the individual. Concerns about learners and which are deemed to be either low or moderate risk will be dealt with by the Designated Safeguarding Officer/Lead within learner Support. Details of actions taken can only be shared when a reported person has given consent. If further information is received after a concern is reported, this information should be forwarded to a Safeguarding Officer or Lead.

9.2 Designated Safeguarding Persons will assess any concern raised and determine what action, if any, should be taken.

9.3 Actions may include:

- Escalation of the issue to the Prevent Lead for consideration;
- Referral to social services, police or other relevant agencies, including when appropriate the Local Authority Designated Officer (LADO);
- Where the risk to life is felt to be immediate, they may request a welfare check through 999.
- Where possible, obtain the consent of the person to involve an additional person to support them if deemed necessary by the Designated Safeguarding Officer/Lead, this may include their emergency contact or next of kin where known, except where the allegation regards this person.

9.4 FutureLearn reserves the right to contact these people without consent where it is judged this is in the best interests of safeguarding the vulnerable person but will make all efforts to gain consent:

- Referral to Wellbeing services for wellbeing/welfare support.
- Referral for counselling or support via Mind.
- Referral to HR and relevant senior Managers for any case involving an allegation against a member of staff.

9.5 The Prevent Lead will assess any potential Prevent-related concern raised and determine what action, if any, should be taken.

9.6 Actions may include:

- Referral to social services, police or other relevant agencies, including the Channel programme;
- Seeking further advice from the relevant Department for Education Regional Prevent Coordinator. Designated Safeguarding Persons and the Prevent Lead will keep confidential case notes for all referrals.

9.7 FutureLearn recognises that its student body is internationally based and that referrals to local services will not be feasible for students who are resident outside the UK. Nevertheless, it will seek to support its international students as far as possible through providing access to partner universities wellbeing services, for all students and through its agreement with the Metropolitan Police to relay any prevent concerns internationally wherever feasible and appropriate.

10.0 Training for Staff

10.1 All staff will undertake mandatory safeguarding training as well as prevent training on an annual basis. Operational safeguarding members of staff will also receive enhanced safeguarding training (every 3 years) as well as prevent training.

11.0 Safeguarding Learners who are Under the Age of 18

11.1 FutureLearn is not able to take on the usual rights, responsibilities, and authority which parents or guardians have in relation to a minor. FutureLearn will correspond directly with its learners, not normally with parents or guardians, even when the student is under eighteen.

11.2 Parents and guardians of students will need additionally to understand and give consent for students to:

- participate in any field trips and excursions; risk assessments will be carried out before all field trips and excursions and participation in some activities may be limited for students who are minors.
- access unregulated internet services in an unsupervised environment. Students are expected to comply with the acceptable use provisions within FutureLearn's terms and conditions.

11.3 FutureLearn will collect emergency contact details for all students under the age of eighteen where they are enrolled onto a course through the Higher Education Services directorate. If an emergency arises and it is not possible for FutureLearn to contact the named individual within the timescale necessitated by the situation, then FutureLearn may be required to act on the student's behalf. In such circumstances a senior member of FutureLearn will, on behalf of the student's parent or guardian, give such consent to treatment as is in the best interests of the student. The Designated Safeguarding Persons will jointly maintain accurate records of all current learners under the age of eighteen and alert module lecturers and student support coordinators accordingly at the start of each semester or delivery period.

12.0 Anonymous Reports

12.1 Anonymous concerns via Report and Support will be acted on due to the fact FutureLearn understands that there may be reasons behind someone not feeling able to identify themselves. However, support may be limited depending on the detail of information received.

13.0 Malicious Reports

13.1 Disciplinary action may be taken against an individual raising a concern that is deemed to be malicious, frivolous or in hope of seeking revenge.

14.0 Reports of Allegations Against Members of FutureLearn

14.1 As mandated by statutory guidance, any concerns raised against a member of FutureLearn which suggests a child or vulnerable adult is being harmed will be escalated to the Local Area Designated Officers (LADO). A LADO is an employee at the local authority who can give advice to employers and organisations and individuals who have concerns about an adult who works with children and/ or vulnerable adults. Allegations about staff or students may be considered under Staff Disciplinary Policies or Student Disciplinary procedures.

15.0 Learner Information

15.1 Students will be advised about FutureLearn procedures about Safeguarding and Prevent through induction and Student Handbooks, and publication of this policy. Students are further advised on the tolerant and respectful behaviour required of them via the Student Charter and Student Handbooks.

16.0 Confidentiality and Information Sharing

16.1 Staff should only disclose information or sensitive information about students with nominated safeguarding or prevent contacts. All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard minors, adults and those at risk of radicalisation. However, information will be shared on a need-to-know basis only, as judged by the Designated Safeguarding Persons and the Prevent Lead.

17.0 Service Hours and Out of Hours Support

17.1 Safeguarding referrals are monitored during office hours: Monday to Friday 9am – 5pm. Outside standard business hours or during holidays: If FutureLearn is concerned about the risk to a child/vulnerable adult outside business hours and expert advice is needed, they can contact the local Children's Social Care or Adult Social Services.

17.2 Or you can contact:

- NSPCC Helpline: 0808 800 5000 (Mon- Fri 8am – 10pm or 9am – 6pm at the weekends)
- Domestic Abuse Helpline, Tel: 0808 2000 247 (24 hours a day).

18.0 External Speakers

18.1 Any external speakers, whether contributing via the VLE or face to face, must be approved in advance through the completion and consideration of the checklist found in the [Code of Practice on Freedom of Speech](#). All requests must be submitted a minimum of ten days before the event/date of speaking. External speakers must always be accompanied by a designated safeguarding lead/officer.

19.0 Staying Safe Online

19.1 Online learning and teaching offer flexible opportunities however, it is not without its challenges. The internet can be used to harass, bully, or intimidate, especially people in vulnerable groups. Staff members should report any incidents relating to this via safeguarding channels. If a lecturer becomes concerned about a student's behaviour, wellbeing, or safety online, student support services should be

contacted. The Student Code of Conduct policy provides guidance on appropriate behaviour, principles, standards, and moral expectations when studying online.

20.0 Support for Welfare/Fitness to Study Link to Policy

20.1 A Fitness to Study will be considered to address concerns that a student's health is jeopardising their studies or the studies of others.

20.2 Wellbeing services, where there are concerns about a student's welfare and/or their mental health, a student may access support through partner university wellbeing services.

- Brunel, University of London, [Mental Wellbeing Services](#)
- University of Roehampton, [Student Support | Wellbeing and emotional support | University of Roehampton, London](#)

21.0 Online Monitoring

21.1 FutureLearn undertakes automated online monitoring of areas of its Virtual Learning Environment (VLE) that are not directly managed by staff, including direct messaging via its VLE.

22.0 Reporting and Review

22.1 The Academic Standards and Quality Committee will receive a report annually on the number and type of referrals made. Where no referrals are made, a nil report will not be required. Safeguarding referrals are stored for as long as necessary for the purpose for which it was obtained. The Student Engagement, Quality and Programme Committee will receive reports four times per year to constantly monitor safeguarding or prevent concerns.

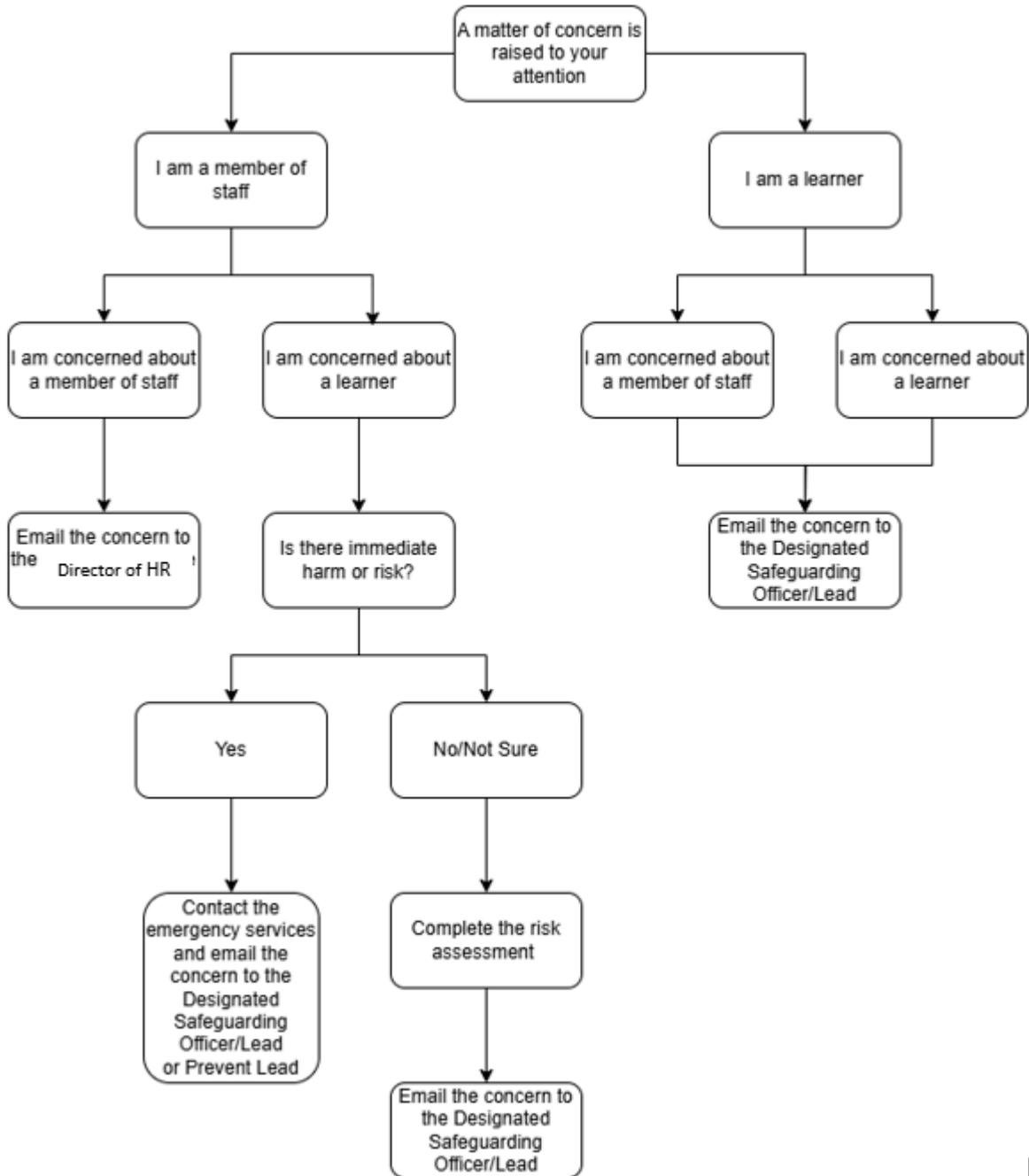
22.2 The Safeguarding and Prevent Policy and associated procedures are reviewed at least every three years, or in the following circumstances:

- Changes in legislation and/or government guidance;
- Following any other significant change or event.

Appendix

Appendix 1

Safeguarding Flowchart



Appendix 2

Safeguarding referral form - [Brunel](#)

Appendix 3

Principal Designated Safeguarding Officer
Director of Academic Affairs: Alison Watson alison.watson@futurelearn.com
Prevent Lead
Director of Academic Affairs: Alison Watson alison.watson@futurelearn.com
Designated Safeguarding Officers/Leads
Vice President Higher Education Services: Peter Reed peter.reed@futurelearn.com Academic Registrar: Tara Summerell tara.summerell@futurelearn.com Director of HR: Funke Sadare funke.sadare@gus.global

Appendix 4

Staff Guidance Disclosures of Abuse:

These may come in many forms and should all be taken seriously:

- A vulnerable person may confide in you that they are being abused
- Someone may report to you that someone else has confided in them that they are being abused or that they have a suspicion of abuse
- Someone may display signs of abuse as listed above.
- The behaviour of, or a change in the behaviour of someone may suggest that they are being abused.
- A colleague may confide in you that they have abused a child/young person/adult in a vulnerable situation.
- The behaviour of, or a change in the behaviour of a colleague, may suggest that they are abusing a child/young person/ adult in a vulnerable situation If a student discloses that they are being abused or provides any information suggesting that this is the case, staff should follow the guidance below.

DO

- Remain calm, accessible and receptive.
- Ensure you are meeting the student at an appropriate place (i.e., private).
- Listen carefully without interrupting or asking leading questions.
- Communicate with the person in a way that is appropriate to their age, understanding and preference.
- Be aware of the non-verbal messages you are giving.
- Make it clear that you are taking them seriously.
- Acknowledge their courage and reassure them that they are right to tell.
- Reassure them that they should not feel guilty and say that you're sorry that this has happened to them.
- Let them know that you are going to do everything you can to help them and what may happen as a result.
- Make a note of what was said, using the person's actual words wherever possible.
- Make note of your observation (signs of abuse, if any).
- Complete the safeguarding referral form (appendix 2) (if urgent contact a safeguarding officer immediately) and send to the appropriate member of the safeguarding team, or Designated Safeguarding Lead.

DON'T

- Judge the person.
- Investigate or seek to prove or disprove possible abuse.
- Investigate, suggest or probe for information.
- Make promises about confidentiality or keeping 'secrets' some wording that may help is "I can't promise to keep this to myself as I may need to seek more help for you".
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody.
- Offer opinions about what is being said or the persons allegedly involved.
- Confront another person (adult or child/young person) allegedly involved.
- Forget to record what you have been told.
- Assume that someone else will take the necessary action.
- Fail to pass this information on to a safeguarding office.

Appendix 5

Examples of Safeguarding:

1. You are having a conversation with Stephen during a tutorial session when he reveals that his adult son, who lives with him, has been pressuring him to transfer ownership of his house. Stephen explains that his son frequently threatens to cut off all contact and move out leaving Stephen without support unless he agrees to the transfer. Stephen appears anxious and unsure, saying he feels trapped and scared of being left alone.

This is a concern that you should report. It is not your role to determine the validity of the son's threats, but Stephen is clearly experiencing coercion and emotional manipulation, with financial implications. This constitutes financial and psychological abuse, and a Safeguarding Concern must be logged to ensure Stephen's safety and well-being.

2. James is a first-year student whom you have been supporting. Initially, James was very engaged in his studies and spent most of his time in the library. Recently, you've noticed that he has become more socially active, joining a local sports club and spending more time out in the evenings. He has started arriving just on time for early lectures instead of arriving early as he used to, and he sometimes looks a little tired.

At this stage, James's behaviour may not indicate a safeguarding concern. It seems he is settling into university life and expanding his social circles, which is common during this period of adjustment. Unless there is evidence that James is being coerced or pressured into certain behaviours, or if his wellbeing or academic performance significantly declines, there may be no immediate harm or risk of harm that would require a safeguarding report.

3. Lina is an international postgraduate student who has recently stopped attending seminars and missed several assignment deadlines. When she comes to speak with you, she reveals that she has been working for a local family as a live-in nanny in exchange for accommodation. Lina explains that she is not paid for her work, has no access to her passport which the family is holding "for safekeeping," and is only given limited food and no money of her own. She says she is too exhausted to study after looking after the children all day and has no way of getting to campus on her own.

This is a serious concern that must be reported. Lina is in a highly vulnerable situation and may be experiencing exploitation and abuse. She has limited autonomy, no financial independence, and restricted access to her own identification. These factors suggest a risk of modern slavery or trafficking, and a Safeguarding Concern must be logged immediately to ensure Lina's safety and access to appropriate support.

Appendix 6

Risk Assessment

Low (1)	Medium (2)	High (3)
<p>First presentation of risk, e.g., low mood, panic, anxiety. Concerns are likely to be managed at triage stage only and / or be managed via routine case management. Professional judgement or concerns of repeated low-level harm may progress to a safeguarding enquiry.</p> <p>Is the risk: No impact Unlikely to recur</p>	<p>Concerns of a significant nature will receive additional scrutiny and are likely to require safeguarding triage and may progress to a safeguarding enquiry. Concerns are likely to be isolated and are unlikely to affect other people. The concern should be an isolated incident.</p> <p>Is the risk: Some impact but not long lasting Possible to recur</p>	<p>Immediate risk to the person(s) has been identified; this can be in relation to immediate risk of homelessness and 999 Concerns. Mental Health concerns where a student has suicidal ideation and has the means to act would also warrant high risk. Concerns of this critical nature will be escalated to overseeing safeguarding leads: Caroline Pike, Suzie Mitchell, Hannah Martin or Basra Khan.</p> <p>Is the risk: Serious long-lasting impact Likely to recur</p>

Appendix 7

Recognising Abuse and Neglect

Physical Abuse:

This includes hitting, slapping, pinching, pushing, misuse of medication and inappropriate holding or restraint. It may also include inappropriate sanctions or punishment and rough handling.

Possible indicators:

- History of unexplained falls
- Unexplained bruising in well protected or soft parts of the body e.g., ears or buttocks
- Multiple bruising in different stages of healing
- Unexplained burns – unusual location or type
- Unexplained fractures
- Unexplained lacerations or abrasions
- Slap, kick punch or finger marks
- Injury shape similar to an object
- Untreated medical problems
- Weight loss due to malnutrition or dehydration

Sexual Abuse:

Examples: rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, sexual acts or indecent exposure to which the adult has not consented or was pressured into.

Possible indicators:

- Sudden change in behaviour
- Sudden onset of confusion
- Incontinence
- Withdrawal
- Overt sexual behaviour/language by the adult
- Self-inflicted injury
- Disturbed sleep pattern/poor concentration
- Difficulty in walking
- Torn, stained underwear
- 'Love bites'
- Pain/itching/bleeding or bruising in genital area
- Sexually transmitted disease/urinary tract/vaginal infection
- Bruising to upper arms and thighs

Financial Abuse:

Examples: fraud, theft, taking property without permission, assuming ownership of money or items, scamming (which can be in person, by letter, phone and internet), coercion in relation to an adult's financial affairs including the writing of or changing a Will, and misuse of benefits. Financial abuse can involve small and large amounts of money or value of property.

Possible indicators:

- Sudden inability to pay bills
- Sudden debt
- Unexplained or unusual patterns of cash withdrawal from an account

- Lack of belongings that the adult can clearly afford
- Resistance by family to give explanation for unusual financial activity
- Extraordinary interest by family in an adult's assets
- Purchase of items that the adult would not usually buy or need
- Personal items going missing
- The main interest shown by a family member is financial and not the in relation to the care of the adult

Discriminatory Abuse:

Examples: discriminatory abuse is often on the grounds of age, race, gender or gender identity, culture, religion, sexual orientation or disability.

Other examples of abuse include:

- Hate crime (acts of violence or hostility directed at people because of who they are or who someone thinks they are)
- 'Mate crime' (sometimes used to describe a crime committed against an adult by someone who has befriended them)
- Derogatory comments
- Harassment
- Being made to move to a different resource/service based upon an adult's age
- Being denied medical treatment on grounds of age or mental health

Emotional/Psychological Abuse:

Examples: threats of harm or abandonment, blackmail, deprivation of contact, humiliation and ridicule, blaming, controlling, intimidation, coercion, harassment, isolation, cyber bullying, shouting and swearing, unreasonable support of services or support networks, denial of cultural or religious needs, denial of access to the development of social skills.

Possible indicators:

- Change in appetite, weight loss or gain
- Low self esteem - Upset and tearfulness
- Confusion and agitation
- Insomnia
- Avoiding eye contact, withdrawal
- Isolation, unable to make contact
- Distress
- Poor hygiene, resulting from restricted access to facilities
- Uncharacteristic behaviour

Neglect (and Acts of Omission):

Examples: ignoring medical, emotional or physical needs; failure to provide access to appropriate health, care and support or educational services; withholding the necessities of life including medication, adequate nutrition and heating.

Indicators (but are not limited to):

- Poor environmental conditions
- Inadequate heating and lighting
- Poor physical condition of the adult
- Malnutrition
- Clothing is ill-fitting, unclean or in poor condition
- Isolation of the adult
- Withdrawal, unhappiness or change in demeanour

- Carer's reluctance to engage with professionals
- Carers not allowing contact by professionals with the adult

Self-neglect:

Examples: self-neglect can sometimes be as a result of a person's choice of lifestyle and covers a wide range of behaviour including neglect to care for one's personal hygiene, health or surroundings and can include hoarding when it becomes extreme (including animal hoarding). In these circumstances there is no abuser.

Possible indicators:

- Living in grossly unsanitary conditions
- Suffering from untreated illness or disease/condition
- Suffering from over or under eating to the extent that if untreated the adult's physical or mental health could be impaired
- Creating a hazardous situation that would likely cause serious physical harm to the adult or cause substantial loss of asset

Organisational/Institutional Abuse:

Examples: Neglect, poor practice within an institution such as a care home or hospital and also poor practice in relation to care provided in the adult's own home. This can be only one incident or a series of incidents which identifies neglect or poor practice resulting from an organisation's poor policies, procedures and practice.

It is important not to jump to the wrong conclusions too quickly, but the following list may be possible indicators of institutional abuse:

- No flexibility in bedtime routine and/or deliberate waking
- People left on a commode or toilet for long periods of time
- Inappropriate care of possessions, clothing and living area
- Lack of personal clothes and belongings
- Un-homely or stark living environments
- Deprived environmental conditions and lack of stimulation
- Inappropriate use of medical procedures such as enemas, catheterisation
- Batch care
- Lack of individual care programmes
- Illegal confinement or restrictions
- Inappropriate use of power or control
- People referred to, or spoken to with disrespect
- Inflexible services based on the convenience of the provider rather than the person receiving services
- Inappropriate physical intervention
- Service user removed from the home or establishment, without discussion with other appropriate people or agencies because staff are unable to manage the behaviour

Domestic Abuse:

The Home Office definition of domestic abuse (2013):

- Incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality
- Includes psychological, physical, sexual, financial, emotional abuse; so, called 'honour' based violence; Female Genital Mutilation; forced marriage
- Includes anyone aged 16 or over

Many people think that domestic abuse is about intimate partners, but it is clear that other family members are included and that much safeguarding work that occurs at home is, in fact, concerned with domestic abuse.

Modern Slavery

Modern slavery includes slavery, human trafficking, forced labour and domestic servitude. Traffickers are those who arrange for the people to move from place to place to do the tasks that they are made to do. It includes moving within the UK and doesn't have to be from abroad. You may often hear the words 'harvesters' or gardeners' used in relation to the victims of modern slavery being made to grow and look after cannabis farms. Very often the traffickers trick victims into believing that they are arranging for them to have a better life and genuine employment.

Appendix 8

References

[What is abuse?](#)