

Safeguarding Policy

November 2018

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Statement of intent

The purpose of this document is to set out the policy of the Boldon and Cleadon Community Library (BCCL) with regard to safeguarding children and/or vulnerable adults. It is a statement of intent that demonstrates a commitment to safeguard children and/or vulnerable adults from harm, whether they be users or volunteers within the library.

The Boldon and Cleadon Community Library (BCCL) believe that it is always unacceptable for a child, young person or vulnerable adult to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice that protects them.

We aim:

- to provide protection for the children, young people and vulnerable adults who receive our Library services
- to provide Trustees and Volunteers with guidance on procedures they should adopt in the event that they suspect a child, young person or vulnerable adult may be experiencing abuse or may be at risk of harm.

This policy applies to all volunteers and the Board of Trustees working on behalf of the Boldon and Cleadon Library.

We will seek to safeguard children, young people and vulnerable adults by:

- Valuing them, listening to and respecting them
- Adopting child protection guidelines through procedures and a code of conduct for volunteers
- Recruiting volunteers safely, ensuring two references are requested and verified

- Sharing information about child protection and good practice with children, parents, and volunteers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for volunteers through supervision, support and training as required. We are also committed to reviewing our policy and good practice annually.

THE BASIC PRINCIPLES OF THE BCCL APPROACH TO SAFEGUARDING ARE AS FOLLOWS

We recognise that:

- The welfare of the child, young person or vulnerable adult, whether users or volunteers, is paramount
- Everyone, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, has the right to equal protection from all types of harm or abuse.

Expectations

- This policy will be reviewed, approved and endorsed by the board of trustees annually or when legislation changes. The policy applies to all trustees, volunteers and users of the library. A copy of the policy will be made available for inspection by children, vulnerable adults, parents and carers as appropriate.
- All volunteers will be expected to indicate they have read and understood the safeguarding policy. Volunteers in key roles will be expected to undertake appropriate training organised by trustees.
- All concerns and allegations of abuse will be taken seriously by trustees and volunteers; and responded to appropriately - this may require a referral to social care services, the independent Local Authority Designated Officer (LADO) for allegations against trustees and other volunteers, and in emergencies, the police.
- The policy is drawn up with reference to the principles, legislation and guidance that underpin safeguarding.
- The BCCL is aware that it must take all reasonable steps to ensure that volunteers are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children and/or vulnerable adults.
- The purpose of this policy is to make sure that the actions of any people in the context of the work carried out by the organisation are transparent and safeguard and promote the welfare of all children and/or vulnerable adults.
- There is an expected responsibility for all BCCL volunteers to respond to any suspected or actual abuse of a child in accordance with these procedures.

Safeguarding Lead: Clare Swales (Volunteer)

Deputy Safeguarding Lead: Gail Barkel (Trustee)

Appendix 1:

Guidelines and code of conduct for volunteers, trustees, library users and anyone using library facilities

Attitudes

Volunteers should be committed to:

- Treating children, young people and vulnerable adults with respect and dignity
- Always listening to what a child, young person or vulnerable adult is saying
- Valuing each child, young person and vulnerable adult, recognising the unique contribution each individual can make
- Encouraging and praising each child, young person or vulnerable adult.
- Provide an example, which we would wish others to follow
- Use appropriate language with children and young people and vulnerable adults, challenging any inappropriate language used by a young person, child, vulnerable adult or an adult working with these people
- Respect a young person's right to privacy.

One-to-one contact

Volunteers should:

- Not spend excessive amount of time alone with children, away from others
- In the unlikely event of having to meet with an individual child, young person or vulnerable adult make every effort to keep this meeting as open as possible
- If privacy is needed, ensure that other staff are informed of the meeting and its whereabouts.

Physical contact

Volunteers should never:

- Engage in sexually provocative or rough physical games, including horseplay
- Do things of a personal nature for a child, young person or vulnerable adult that they can do for themselves. If such an incident arises, for example, where a child, young person or vulnerable adult has limited mobility, volunteers should seek another volunteer to deal with the incident alongside them
- Allow, or engage, in inappropriate touching of any kind.

General

Volunteers should:

- Be aware that someone might misinterpret their actions no matter how well-intentioned
- Never draw any conclusions about others without checking the facts

- Never allow themselves to be drawn into inappropriate attention seeking situations such as tantrums or crushes
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child, young adult, or vulnerable person even in fun.

Relationships

Volunteers who are involved in relationships with other volunteers should ensure that their personal relationships do not affect their role within the Library.

Sharing information about child protection and good practice with, children, young people, vulnerable adults and volunteers

Good communication is essential every effort will be made to ensure that, should individuals have concerns, they will be listened to and taken seriously.

It is the responsibility of the Trustees to ensure that information is available to and exchanged between all those involved in this organisation and its activities – **see Appendix 2**. Some information is confidential and should only be shared on a strictly need-to-know basis.

Parents or persons with parental responsibility and carers are ultimately responsible for their children's and charges welfare at all times. They should be assured that their children are involved with a credible organisation.

We achieve this by:

- Publicising information on our noticeboard for parental responsibility.
- Publishing the name of the designated Safeguarding lead (Clare Swales)
- Publishing a full copy of the protection policy on the website and hard copies in the policy file.

Safe recruitment

Our recruitment procedure includes a request for two references to support the good character of a volunteer. Volunteers who have direct 1-1 contact with children young persons or vulnerable adults may be required to have a DBS check carried out.

In the case of members of the Board of Trustees, because of their position within the organisation, if we are advised that a legal entitlement is necessary to obtain a DBS check, then a check will be carried out.

Other bodies and organisations

A copy of our Safeguarding policy will be made available to any other appropriate body or organisation.

Training

As an organisation, which offers education, guidance and support to children, young people and vulnerable adults, it is important that volunteers are aware of their responsibilities under the child protection legislation and have a working knowledge of our procedures. Each volunteer will receive an appropriate level of Safeguarding training to support this. Training is provided to every volunteer supporting the library.

This entails:

- Initial induction training – all volunteers to read Safeguarding Policy and raise any queries or concerns with the Safeguarding Lead.
- On-line Safeguarding training for key volunteers.

Online Safety

If you come across any disturbing or obscene material on the net involving children you can report this to the Internet Watch Foundation. This is the watchdog organisation for the UK internet industry to get child pornography removed from the internet. **Internet Watch Foundation Hotline: 08456 008844** or alternatively contact the **NSPCC Child Protection Helpline 0808 800 5000**.

Help Young People Surf in Safety

- Place the computer in a place where others can see it rather than out of sight
- Search out positive and fun sites.
- Talk with young people to agree the kind of sites they can visit. Check to make sure they stay within agreed limits.
- Filtering software is available to screen out some inappropriate sites. But often sites and users can get around them so stay involved.
- Tell young people not to give out personal details, including their name, address, telephone number, school or clubs they may attend to anyone over the net. If they arrange meetings make sure a parent or carer goes with them. Make sure they do not receive any gifts (electronic or otherwise) from strangers.
- Chat sites are open to misuse, make sure young people are cautious of strangers on-line as they are in the world outside. If they receive threats, obscene or threatening messages they should not respond. They should let you know and you can contact the service provider if appropriate.

Procedures and systems

- BCCL will appoint a named person (Chair of Trustees) and deputy (Volunteer Safeguarding Lead) with a clearly defined role and responsibilities in relation to the protection of children, young people or vulnerable adults. The names of those appointed, will be available to all users and volunteers.
- Volunteers should not engage in activities with children (under the age of 18) or vulnerable adults on a one to one basis unless previously agreed by trustees and set out in an appropriate role specification. No volunteer should use a personal

devices, ie mobile phone, tablets etc, to take photographs of children, young people and/or vulnerable – see Photography and Filming Policy Statement.

- Any concern held by a volunteer should be raised at the earliest opportunity with the trustee named as the lead for safeguarding or the nominated deputy - **see procedure flow chart Appendix 2**
- BCCL have a process for recording incidents, concerns and referrals. The BCCL will ensure that any records made in relation to a complaint are kept confidentially and in a secure place - in compliance with relevant legislation and kept for a specified time.
- BCCL have a complaints procedure which is open and well publicised, so all can voice concerns about unacceptable and/or abusive behaviour.
- A description of what may be regarded as the abuse of children, young people or vulnerable adults is attached – **see Appendix 5**. This list is provided for guidance and not intended to be exhaustive.

Incidents of abuse against BCCL volunteers

- BCCL recognises that volunteers themselves may be the subject of physical, verbal and emotional abuse by users of the library. When this occurs, the volunteers should inform one of the other volunteers present at the earliest opportunity of the incident.
- In the case of physical threat by a person on the library premises those volunteers present should inform the police and ensure they are in no further danger by leaving the building at the earliest opportunity.
- In the case of any other abuse, the volunteer should seek help from colleagues and ask the person concerned to leave the building. They should then, at the earliest opportunity, and before leaving the library, make a written statement about the incident – **see Appendix 3a and 3b**, and contact the Safeguarding Lead who will follow the actions outlined in Flow Diagram Appendix 2.

E-Safety

If a volunteer is aware of, experiences or is subject to any form of abuse via any form of ICT communications, or via social media, the BCCL will take this matter very seriously and all incidences are required to be reported immediately.

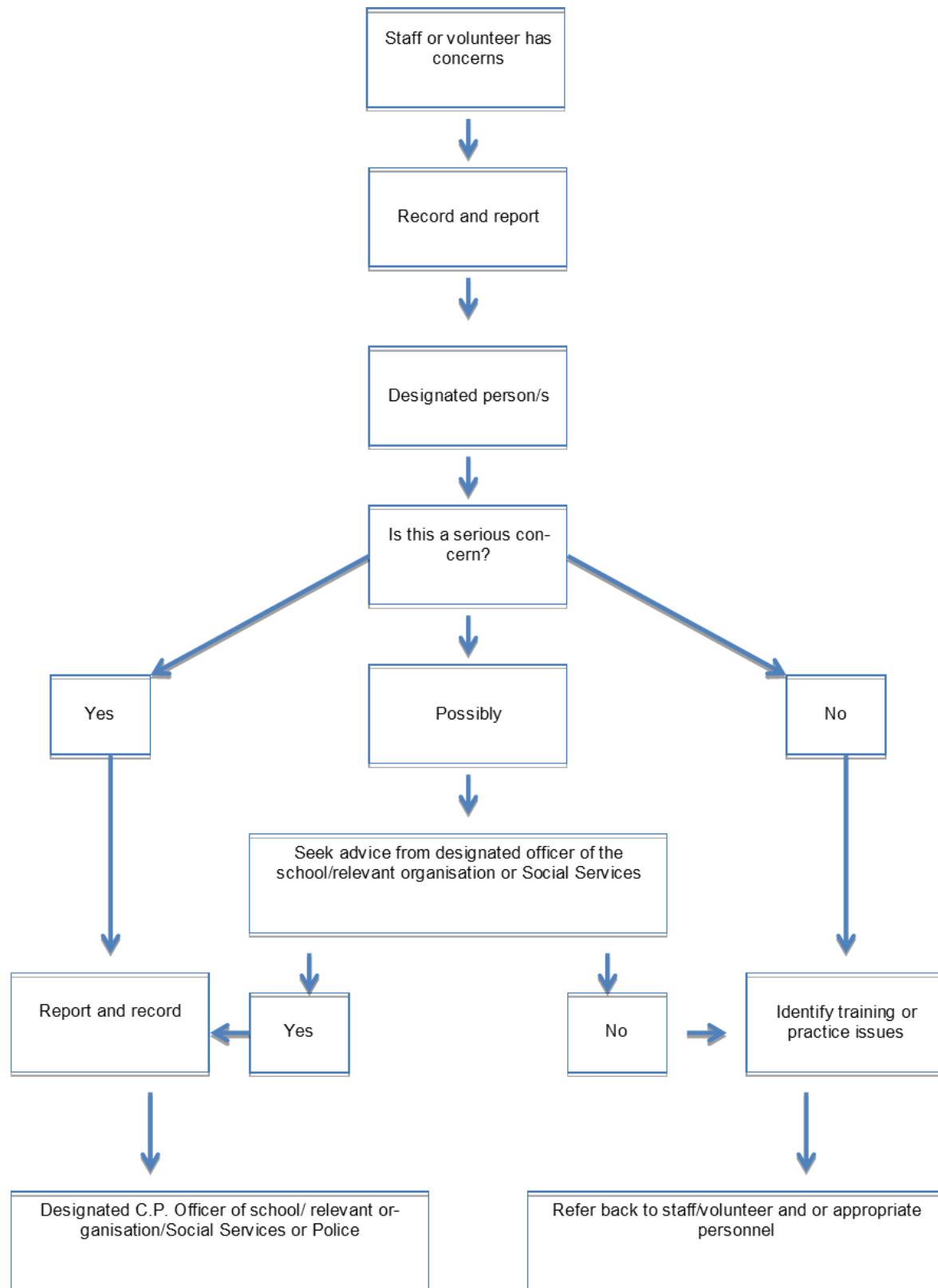
Safeguarding checks for volunteers

- Most volunteers will be working as part of a team that is providing a range of library services to a range of users. In this case there will be no requirement for volunteers to be subject to a DBS check.
- All trustees and volunteers will be expected to provide the names of two referees which will be followed up by trustees. In addition, trustees and volunteers will be asked to make a voluntary disclosure of any unspent convictions they may have. Any matters arising from the above will be dealt with confidentially by the appointed safeguarding trustee and/or their deputy. Information received as a result of these checks will be stored securely in accordance with the BCCL data protection policy.
- In situations where the programme of activities means volunteers are likely to have close and unsupervised 1-1 contact with children, young people or vulnerable adults they will be subject to a DBS check carried out by the trustees.

- Any issues arising from a DBS check will be dealt with by the trustees on a case by case basis. Following this review, the trustees will make a decision on whether the person involved is suitable to be added to the list of BCCL volunteers able to work with children, young people or vulnerable adults.
- All volunteers will be expected to read this policy and indicate that they have done so and understand their obligations under it – see sheet at front of policy
- Volunteers under 18 will be required to have written approval from parent or carers.

Appendix 2

Sharing information about concerns Procedure for reporting allegations or suspicions of abuse – Flowchart



Appendix 3a: Safeguarding Record Form

(To be completed as soon as possible, and before leaving the library, when a safeguarding allegation or concern is raised. Following completion, please place the form in the Business Drawer of the filing cabinet and contact Safeguarding Lead, Clare Swales, on clares23@icloud.com as a matter of urgency.)

Name of child/young person/vulnerable adult:	
Date of Birth:	
Home address:	
Name(s) and address(es) of those with parental responsibility:	
Telephone No:	
Is this a safeguarding...(please tick)	concern
	allegation
	disclosure
Please record the incident as fully and accurately as possible. If a disclosure has been made, please record using the language used by the child/young person/vulnerable adult.	
Please record the date and time that the Safeguarding Lead at The Library has been informed of this incident.	
Date:	Time:
Please ensure that this record is stored securely, in accordance with the relevant Data protection legislation and Library policy.	
Name of person reporting:	
Signature:	
Name(s) of any witness(es):	
Signature:	
Signature:	
Date:	

Appendix 3b: Safeguarding Follow-Up Record Form

Record the name(s) of any person(s) spoken to following the disclosure/allegation/raising of concern, the outcome of any discussions and any action taken:	
Has the substance of the allegation/concern been passed on to any of these outside agencies? <i>(please tick)</i>	School
	Social Services
	Designated Case Officer
If so, please record the date:	
Does the Safeguarding Lead at The Library need to take any further action? If so, what is it?	
Name of Safeguarding Lead:	Signature:
Name of Deputy Safeguarding Lead:	Signature:
Date:	
Please attach this record form to the original Appendix 3a form outlining the disclosure/allegation/concern	

Appendix 4: Glossary

Abuse

The common denominator for all forms of abuse is that it makes a child or vulnerable adult feel bad or worthless. Guidance on the categories and recognition of abuse appears at Appendix One.

Child

A child is defined as any person under the age of 18 by the Children (NI) Order 1995. This includes young people undertaking work experience in Libraries as well as customers.

Safeguarding Lead

The Volunteer Safeguarding Lead ensures that training and procedures are adequate, reports to the designated Safeguarding Officer in South Tyneside Council.

Safeguarding

Until recently, the most commonly used phrases to describe this area of work were 'child protection' and 'adult protection'. However there has been a shift in the last few years to the term 'safeguarding'. Whereas child protection literally means protecting children and adults from abuse and neglect, safeguarding widens practice around their needs so that it is about creating an environment where the welfare of children, young people and adults are actively promoted. Promoting welfare is about helping children, young people and adults achieve their potential and ensuring they are safe and adequately cared for.

Volunteers

All voluntary workers and those undertaking work experience in the library (BCCL).

Agencies/Providers

Includes all groups, agencies and services with whom the Safeguarding Lead may work if a concern is escalated. It also includes guests, such as speakers, storytellers etc who may be invited to BCCL..

Vulnerable Adult

A person aged 18 years or over who is, or may be, in need of community care services or is resident in a continuing care facility by reason of mental or other disability, age or illness or who is, or may be, unable to take care of him or herself or unable to protect him or herself against significant harm or exploitation (Guidance on Safeguarding Children and Vulnerable Adults, DCAL 2013).

Appendix 5:

General guidance for volunteers

Abuse and neglect are forms of maltreatment of a child, young person or vulnerable adults. Somebody may abuse or neglect a child, young person or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Children, young people or vulnerable adults may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children, young person or persons or vulnerable adults.

GUIDANCE ON THE CATEGORIES AND RECOGNITION OF ABUSE

Recognition of Abuse – Children

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Abuse may be the result of a direct act or of a failure to act on the part of a parent/carer to provide proper care and may take a number of forms including:

Neglect: The persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate foods, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive.

Physical Abuse: The deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour

Sexual Abuse: Involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse: The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Categories of abuse are not mutually exclusive. Abuse seldom falls neatly into one category and it is rare for a child to demonstrate all signs simultaneously. Child abuse is a very

complex phenomenon and, even for “experts,” it is often very hard to decide if a child has been abused. If library staff notice injuries to children or young people, it is within their role to ask in an open, non- threatening way how the injury was received. **However staff should never physically examine a child or ask them to remove any article of clothing. Only visible signs of possible abuse should be noted. Library staff do not have an investigative role and judgement about abuse must be left to the professionals.**

Significant Harm

There are no absolute criteria for judging what constitutes significant harm. However, they may include the degree, extent, duration and frequency of harm. Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, sexual assault, suffocation or poisoning. More often, significant harm is a series of events, both acute and long-standing, which interrupt, change or damage the child’s physical and/or psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical and/or sexual abuse that causes impairment, sometimes to the extent of constituting significant harm. (Co-operating to Safeguard Children, 2003)

Categories of Abuse

The guidance given in DHSPS guidance on ‘Co-operating to safeguard children’ May2003 includes indicators of child abuse. However, this list is not intended to be comprehensive and the presence of one or more indicators does not prove that abuse is taking place. They are indicators that may arouse suspicion or concern. Staff should follow the appropriate procedures and report their concerns to the Designated Officer.

NEGLECT

Physical Indicators: Looks extra thin, poorly or sad, constant hunger, lack of energy, exposed to danger, lack of supervision, inadequate or inappropriate clothing, poor hygiene ie repeatedly unwashed, smelly

PHYSICAL ABUSE

Physical Indicators: scratches, bite marks or welts, bruising – symmetrical bruising is particularly suspicious, burns – particularly cigarette burns, untreated injuries

Behavioural Indicators: untreated illness, repeated accidents, tired, listless, withdrawn, lack of peer relationships, low self-esteem, frequently left alone at home for periods of time, exposure to violence, including violence online and TV, self- destructive tendencies, aggressive outbursts, undue fear of adults, reluctance/fear to return home,

SEXUAL ABUSE

Physical Indicators: bruises, scratches, bite marks, itching in genital area, recurrent chronic ailments such as stomach pains or headaches, difficulty in walking and sitting, bruises on inner thighs or buttocks, anorexic/bulimic

EMOTIONAL ABUSE

Physical Indicators: sudden speech disorders, wetting and soiling, signs of mutilation, attention seeking behaviour, failing to thrive, poor hair/skin

Where might abuse occur?

Abuse can happen anywhere:

- in child's own home
- at the home of a relative
- within a school, youth club, church or other organisation
- in rented accommodation or commercial premises
- in public places.

Who Abuses Children?

- you can't tell by looking at a person whether they are an abuser; they do not appear different from the rest of society
- abusers come from all classes in society, all professions and all races
- abuse of children may sometimes be carried out by strangers but it is much more common that the abuser is known to the child and is in a position of trust and/or authority
- it is not only adults who abuse children. Children may suffer abuse from other children and young people.

Remember – it can happen here.

Those with a Disability

Safeguards for those with disability should be the same as those for other children. Special input may be required if the child has severe or multiple disabilities as children who are disabled are at a higher risk of abuse.

Not every child with a disability is vulnerable in every situation. However, it can be said that certain factors may mean that children with a disability are more vulnerable and could therefore be more open to abuse. The following list examines some of the reasons why children with a disability may be more vulnerable:

- Historically, children with a disability have been encouraged to comply with other people's wishes, for example, in residential homes and hospitals; this has meant they are more vulnerable to be bribed and manipulated.
- Limited life experiences and social contacts may mean that many young people with a disability have not had the same opportunities to acquire the social skills that non-disabled peers have had to assess the behaviour and attitudes of other people. This could also lead to them being unable to understand what is appropriate, or inappropriate adult or peer behaviour.
- Individuals with dependency and support needs may have found that it is easier to be pleasing and compliant than challenge those caring for them because of the consequences. Any challenge or complaint could lead to more abusive practice or retribution.
- Continuing dependency on others may make some people feel powerless.
- Communication difficulties may make it hard to complain or be understood. This could be that the individual is unable to speak to tell anyone or does not have the vocabulary to describe what has happened to them.
- Individuals requiring intimate care could be in an increased vulnerable situation, especially if they have to rely on a number of different carers to support their needs.
- The general thought that a young person with a disability are not abused may make it difficult for them to be believed if they report an incident.
- Intrusion into body space for physical and medical care can lead to young people with a disability never developing ownership of their own bodies.
- Some disabilities may mean that the emotional and developmental age is less than their chronological age.

Young People who Display Sexually Harmful Behaviour

It is estimated that children and young people are responsible for about 1/3 of all sexual abuse against children (Grubin 1998, The Research Team 1990) and this may be an under

estimate due to low rates of reporting and even lower prosecution rates. Any effort to prevent child sexual abuse must address the problem of young people who display sexually harmful behaviour (SHB).

Poor Practice

Poor practice can be viewed as the behaviour that can place a child or young person in a risky situation or leave a leader vulnerable to allegations that they were acting inappropriately. The following are a list of some incidents of poor practice but is not exhaustive:

- working in a private, or unobserved situations and encouraging an environment of secrets
- not treating young people with respect and dignity
- not following agreed guidelines if physical support is needed, or seeking the parents'/ carers' views
- not being up to date with the technical skills, qualifications and insurance for the activity
- banning parents or carers
- constantly giving negative criticism.

Recognition of Abuse – Vulnerable Adults

The abuse and exploitation of vulnerable adults is an issue that has become more prominent in recent years in terms of public awareness. The characteristics of adult abuse can take a number of forms and cause victims to suffer pain, fear and distress. Victims may be too afraid or embarrassed or reluctant to discuss their concerns with other people or unsure who to trust or approach with their worries. Some may feel able to trust members of library staff with their disclosure or staff may observe something which leads them to suspect abuse is taking place.

Abuse is the violation of an individual's human and civil rights by any other person or persons. It occurs in many forms and may consist of a single act or repeated acts. These would include:

- Physical abuse e.g. hitting, pushing, shaking, inappropriate restraint, force- feeding, forcible administration of medication, neglect or abandonment
- Sexual abuse e.g. involvement in any sexual activity against their will
- Emotional/psychological abuse e.g. intimidation or humiliation
- Financial abuse e.g. theft or exerting improper pressure to sign over money
- Neglect or acts of omission e.g. being left in wet or soiled clothing, or malnutrition

- Discriminatory abuse e.g. racial, sexual or religious harassment
- Personal exploitation – involves denying an individual his/her rights or forcing him/her to perform tasks that are against their will
- Violation of rights e.g. preventing an individual speaking their thoughts and opinions
- Institutional abuse e.g. failure to provide a choice of meals or failure to ensure privacy or dignity.

Abuse can be either deliberate or the result of ignorance, or lack of training, knowledge or understanding. Often if a person is being abused in one way, they are also being abused in other ways. Abuse can take many forms including the following:

Physical Abuse

Includes hitting, slapping, pushing, burning, giving a person medicine that may harm them, restraining or disciplining a person in an inappropriate way.

Possible Indicators: fractures, bruising, burns, pain, marks, not wanting to be touched

Psychological Abuse

Includes emotional abuse, verbal abuse, humiliation, bullying and the use of threats.

Possible Indicators: being withdrawn, too eager to do everything they are asked, showing compulsive behaviour, not being able to do things they used to, not being able to concentrate or focus.

Financial or Material Abuse

Includes misusing or stealing the person's property, possessions or benefits, cheating them, using them for financial gain, putting pressure on them about wills, property, inheritance or financial transactions.

Possible Indicators: having unusual difficulty with finances, not having enough money, being too protective of money and things they own, not paying bills, not having normal home comforts.

Sexual Abuse

Includes direct or indirect sexual activity where the vulnerable adult cannot or does not consent to it.

Possible Indicators: physical symptoms including genital itching or soreness or having a sexually transmitted disease, using bad language, not wanting to be touched, behaving in a sexually inappropriate way, changes in appearance.

Neglect or Acts of Omission

Includes withdrawing or not giving the help that a vulnerable adult needs, so causing them to suffer.

Possible Indicators: having pain or discomfort, being very hungry, thirsty or untidy, failing health, changes in behaviour.

Discriminatory Abuse

Includes the abuse of a person because of their ethnic origin, religion, language, age, sexuality, gender or disability.

Possible Indicators: the person not receiving the care services they require, their carer being overly critical or making insulting remarks about the person, the person being made to dress differently from how they wish.

Institutional Abuse

This can happen when an organisation where the person is living or receiving care from fails to ensure that the necessary processes and systems are in place to safeguard vulnerable adults and maintain good standards of care and service. This may include a lack of training of staff and volunteers, lack of or poor quality supervision and management, poor record keeping and liaison with other agencies, low staff morale and high staff turnover.

Physical Indicators: no personal clothing or possessions, there is no care plan for them, they are often admitted to hospital, or there are instances of staff/volunteers having treated them badly or unsatisfactorily or acting in a way that causes harm; poor staff morale, high staff turnover and lack of clear lines of accountability and consistency of management.

Sometimes there may be concerns about a vulnerable adult's well-being, which are not dealt with under vulnerable adult protection procedures. Where such concerns arise, they should be reported to the local HSC Trust, as the person concerned may benefit from assessment and intervention. A record of a referral of this nature to a HSC Trust should be maintained.

Domestic/Familial Abuse

The abuse of a vulnerable adult by a family member such as a partner, son, daughter, sibling.

Professional Abuse

The misuse of power and abuse of trust by professionals, the failure of professionals to act on suspected abuse/crimes, poor care practice or neglect in services, resource shortfalls or service pressures that lead to service failure and culpability as a result of poor management systems.

Possible Indicators: entering into inappropriate relationships with a vulnerable adult; failure to refer disclosure of abuse; poor, ill-informed or outmoded care practice; failure to support

a vulnerable adult to access health care/treatment; denying a vulnerable adult access to professional support and services such as advocacy; inappropriate responses to challenging behaviours; failure to whistleblow on issues when internal procedures to highlight issues are exhausted.

Peer Abuse

The abuse of one vulnerable adult by another vulnerable adult within a care setting. It can occur in group or communal settings, such as day care centres, clubs, residential care homes, nursing homes or other institutional settings.

Stranger Abuse

A vulnerable adult may be abused by someone who they do not know, such as a stranger, a member of the public or a person who deliberately targets vulnerable people.

Where might abuse occur?

Abuse can happen anywhere:

- in someone's own home
- at a carer's home
- within day care, residential care, nursing care or other institutional settings
- at work or in educational settings
- in rented accommodation or commercial premises
- In public places.

Who can abuse?

An abuser can be anyone who has contact with the vulnerable person eg a partner, spouse, child, relative, friend, informal carer, a healthcare, social care or other worker, a peer or, less commonly, a stranger.

Bullying of Children or Vulnerable Adults

Bullying has been recognised and defined as deliberately hurtful behaviour usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or sectarian remarks, threats, name-calling) and emotional (e.g. isolating an individual from the activities and social acceptance of his peer group). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

Volunteers should take steps to prevent all forms of bullying. If staff suspect that bullying is taking place they should report to the Safeguarding lead.