

Safeguarding

What is it and why is it important to me?

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Safeguarding

In recent years, there've been many high-profile safeguarding failings. These incidents range from delivery of sub-standard care to the abuse of patients or even the sexual exploitation of children.



Everyone has the right to live in safety, free from abuse and neglect. Safeguarding promotes the welfare of vulnerable people. Abuse can take place anywhere. It is not limited to “doing” an act, it also includes failing to act. Therefore, we all have a responsibility for safeguarding in all walks of life.

Safeguarding can be a challenging topic. You may find some of the things we cover in this training module upsetting.

This module will give you a broad understanding of safeguarding, what the law states, the warning signs and how to deal with any concerns you may have, or disclosures made to you. Specifically, it will then provide you with knowledge, awareness and the confidence to deal with safeguarding issues when engaging in any volunteering activity, whether that is brokered through the ZCT or not. Safeguarding is a topic that is equally relevant to face to face interactions with people as well as virtual interactions.

This module covers:

- The definition of safeguarding and how it applies to us as volunteers and as members of the general public.
- The information you need to be aware of and the safeguarding considerations we're all responsible for.
- What you should and shouldn't do if a safeguarding incident occurs.

Abuse and neglect



It's important that every employee understands what abuse or neglect is, how to identify it and how this may impact on a vulnerable person. It's vital that everyone is aware of their safeguarding responsibilities and knows how to raise a potential safeguarding concern.

Safeguarding relates to the protection of 'vulnerable people' from abuse or neglect.

Who is classed as vulnerable?

It can be a child or an adult. Here's how it's defined:

A child is anyone who is under the age of 18 years.

An adult at risk is a person aged **18 years or over** (unless in Scotland where it is anyone aged 16 years. or over) who needs care and support regardless of whether they are receiving this, and because of these needs is unable to protect themselves against abuse or neglect.

What's abuse?

Abuse is about the misuse of the power and control that one person has over another.

In determining whether abuse has taken place, it is important to remember that intent is not the issue. The definition of abuse is based not on whether the perpetrator intended harm to be caused but rather on whether significant harm was caused, and on the impact of that harm on the individual.

Abuse can take place anywhere. It is not limited to just 'doing' an act, it also includes failing to act. This would be the failure to act to prevent harm being caused to a person you have responsibility for or acting in a way that results in harm to a person who legitimately relies on you. Both constitute abuse.

There are seven defined categories of abuse and neglect in the UK. Listed on the following page, they are not an exhaustive list of what is systematic of, or constitutes abuse. They are rarely experienced alone – it's common to experience types of abuse together. For example, cases of domestic abuse may have elements of physical, psychological and financial abuse.

Seven defined categories of abuse in the UK

Physical	<p>Examples include hitting, pushing, slapping – any form of physical assault - this includes Female genital mutilation (note 1). It can be hurting yourself or another meaning it includes self-harm.</p> <p>Note 1 - female genital mutilation (FGM) involves the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. To learn more, click here.</p>
Sexual	<p>This includes:</p> <ul style="list-style-type: none"> ▪ forcing one to engage in sexual activity without consent ▪ making someone witness sexual activity without consent
Psychological (emotional)	<p>Includes verbal attacks, threat of harm, controlling behaviour, intimidation or harassment.</p> <p>Bullying, including cyber-bullying, fit into this category.</p>
Neglect & acts of omission	<p>Neglect can be the withdrawal of the necessities of life such as food, drink, warmth, and a lack of protection from hazards – it is an on-going failure to meet one's basic needs.</p> <p>Acts of omission includes ignoring or failing to respond to medical and physical care needs, failure to provide appropriate health, social care and educational services.</p>
Financial & material	<p>Financial includes theft, fraud and exploitation for money.</p> <p>Material includes misuse of property or possessions. It can include pressure in relation to wills or inheritance.</p>
Discriminatory	<p>This is a misuse of power that denies opportunity to some groups or people motivated because of perceived difference such as race, gender, sexual orientation etc.</p> <p>The Equality Act 2010 makes it against the law to discriminate against anyone based on the protected characteristics; age, disability, gender reassignment, marriage or civil employment, pregnancy and maternity, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation.</p>
Institutional (organizational)	<p>The mistreatment, abuse or neglect of a vulnerable person by an organisation or individual.</p> <p>Organisations failing to response to, or address, examples of poor practice or systems and routines within the institution resulting in inadequate services.</p>

What is Safeguarding?



You do not have to be defined as a vulnerable person to suffer abuse. However, you do need to meet the definition of what a 'vulnerable person' is, in order to require a safeguarding intervention.

Everyone has the right live safety, free from abuse and neglect.

Safeguarding is the action taken and protection of that right for vulnerable people.

Safeguarding promotes the welfare of vulnerable people; it protects them from harm and, safeguarding interventions seek to achieve the best outcome for the individual.

It is important to recognise that vulnerability can be a transient state for some. Changes in circumstances may see someone become vulnerable.

Vulnerability as a transient state can be illustrated by considering the legal definition and its criteria for identifying when an individual would be considered an 'adult at risk'. For example, their need for care or support services may fluctuate depending on their circumstances. If they are no longer in need of these services, they would no longer be considered an adult at risk.

Who has a legal duty for safeguarding?

Those with a legal duty of care and responsibility for safeguarding include:

- Legal Guardians & Parents
- Those who work with children or adults at risk
- Local Authorities e.g. social services
- The Police
- NHS
- Education
- Authorised status organisations i.e. charities such as NSPCC

However, safeguarding is the responsibility of everyone - we may not have a legal duty, but we all have a responsibility for embracing a safeguarding culture, creating and sustaining safe environments (work and other) and being vigilant. Everyone has a part to play in protecting vulnerable people from potential abuse or neglect.

The scope of Safeguarding

The importance and scope of safeguarding can be found in a wide range of England and Wales legislation, with parallel legislation having been enacted in Scotland and Northern Ireland. Here are some examples:

- Care Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Mental Capacity Act 2005
- Mental Capacity (Amendment) Act 2019
- Human Rights Act 1998
- Freedom of Information Act 2000
- Public Interest Disclosure Act 1998
- Data Protection Act 2018 (UK's enactment of GDPR)
- Rehabilitation of Offenders Act 1974 (Safer Recruitment principles)
- Children's Act 1989
- Children's Act 2004
- Children and Social Work Act 2017
- Serious Crime Act 2015
- Sexual Offences Act 2003
- The Education Act 2002

Emerging safeguarding risks

A challenge organisations face is that safeguarding risks are constantly evolving, especially with digital technology drastically increasing the range of potential safeguarding threats online.

It is important that safeguarding policies and procedures are regularly reviewed and updated to reflect the evolving nature of safeguarding risks and that Zurich employees are trained and refreshed on the policies and risks on a regular basis too.

Emerging trends and threats include:

- Sexting (taking a sexually explicit photograph or video and digitally sharing it with others, e.g. texting, email).
- Sextortion (where a person is persuaded to digitally share an image or video of themselves involved in a sexual act, and is then blackmailed in relation to it).
- Cyber bullying – using digital technology to bully or harass.
- Cyber gaming.
- Doxing (connecting someone's online anonymous identity to their real-life identity, to use with malicious intent).
- Grooming for radicalisation and terrorism.



Consider how the Covid-19 situation could have increased the impact that these emerging risks may have had on a vulnerable individual.

When workplaces and schools closed, and support services transitioned from physical delivery to virtual support – the safeguarding risk increased. Why? Consider the situation from two perspectives:

- Personal circumstance changes may create the transient state previously discussed in this module, as issues may arise which could see an individual be considered a vulnerable person.
- There are more opportunities for abuse to take place and for abuse to go unreported.

The impact of Covid-19 – Personal Circumstances

- There has been an upsurge in the number and severity of mental health issues reported for both children and adults. This has resulted from increased isolation from school and workplace closures, increased stress and anxiety as a result of lockdown, financial hardship and reduced access to mental health services. To read more, [click here](#).
- There has been a significant drop in the number of referrals to the authorities i.e. social services, police and healthcare services, meaning people are not getting the help and support they need, when they need it.
- Isolation, lockdown and stress are being seen to exacerbate pre-existing mental health and physical conditions, accelerating deterioration and increasing dependence on the already strained care and support services.

A bit more on Covid-19 and its effects on vulnerable people during lockdown:

- The International Long-Term Care Network's Covid report documents the impact of Covid on those who rely on long-term care due to the interruption of previously well-established daily routines, reduced social interaction with recognised and trusted loved ones and access to vital support services. This may have a negative impact on both cognitive function and the quality of life of those living with dementia, their families and carers who are also experiencing increased isolation and inability to access respite care or support. Moreover, Alzheimer's Society ran a survey among 877 carers of or people living with dementia and found that 78% of people affected by dementia felt lonelier and more isolated since the lockdown started and 46% find it hard or extremely hard to cope during the outbreak. To review the full article, [click here](#).
- Children have also suffered as a result of the isolation brought on by lockdown and school closures. Barnardo's has warned that we may be moving from a mental health crisis to catastrophe as research has shown 88% of children suffering with pre-existing diagnosable mental health conditions have worsened. To learn more, [click here](#).
- It is important to recognise that this will have a long-term impact. This awareness and ability to identify the transient state, and when an individual would be considered vulnerable, is vitally important.

The impact of Covid-19 – Increased Opportunity

Schools and home life:

- School closures, restricted GP access and other services being limited results in hidden harms as safeguarding concerns which would have been identified, monitored, or escalated by these bodies are now going undetected and without safeguarding intervention.
- Domestic abuse cases have increased significantly during lockdown, so much so the government is intervening with a cross-governmental strategy working group. Charities such as Refuge and The Men's Advice Line all reported a significant increase in calls relating to domestic abuse during lockdown - a 49% and 35% increase respectively. Refuge's online traffic rise increased 700% in the first two weeks of lockdown. Anyone can be a victim of domestic abuse and where domestic abuse happens in a house with a vulnerable person it becomes a safeguarding matter as well.
- A slightly less obvious safeguarding issue is Holiday Hunger, which before Covid-19 was the risk that three million children in the UK could be going hungry during school holidays due to the loss of free school meals during the day and increased childcare costs. Because of lockdown, school closures and increased financial pressures on families, holiday hunger is now an ongoing risk during term time as well. Footballer Marcus Rashford's recent campaign to ensure schoolchildren don't go hungry over the summer holidays has helped raise awareness and action against this.

Technology & online spaces:

- Increased screen time and use of technology for social, education and work-related purposes means there are more opportunities for abuse to take place online than before, particularly with the increased use of livestreaming.
- Zoom, a video communications platform, has been targeted by hackers taking control of meetings and showing inappropriate and distressing content which can be very traumatizing for those on the call. This has happened so frequently it's been termed "zoom-bombing".
- There is increased opportunity for fraud and cyber-attacks. This is evident from reports of spam text messages relating to the Covid-19 pandemic claiming to be from the Government, NHS or local GP's with the intention of deceiving the targeted recipients into making illegitimate payments.

Staying safe online

Online spaces are constantly evolving with new trends, app and risks emerging. How can we better protect ourselves and vulnerable people online?



Lock down your router. This can be done by changing your passwords and updating settings. Search online for tips on how to lockdown your router.



Make your devices safer – ensure you have anti-virus software.



Utilise the parental safety settings provided by your broadband provider. Get to know what your children are using. Speak to them and encourage them to explain what apps they are using and why they enjoy them, use this conversation to talk about online safety. This can be really daunting, especially when you're not familiar with the apps or the terminology your children or younger family members may use. Help is at hand.



Educate, empower & protect the entire school community.

You may want to download the Safer Schools app which is free for all Zurich employees to use.

It is an app with safeguarding in mind, created by iNEQE in conjunction with Zurich Municipal with safeguarding in mind designed to support teachers, parents and students. It's free to use and provides information and guidance and alerts directly to you. For details on how to register, [click here](#).

Alternatively, you can access this support at www.oursafetycentre.co.uk

ZCT and safeguarding – scenario one

We all contribute to maintaining a good safeguarding culture and we all have a responsibility for preventing harm or abuse. It will always be a consideration in any activity you undertake for ZCT.

Zurich Community Trust brokered activities including Challenge, Skillshares, Education Programmes, Seeing is Believing, and regular volunteering opportunities will see you work with vulnerable people and in a new environment. It is essential that everyone is equipped with a knowledge of safeguarding and awareness of our policies and procedures, both for your benefit and that of those we volunteer to support.

Safeguarding awareness is also relevant if you make use of your #my3days entitlement (This is the three days employees can spend volunteering at an activity of their choice).

What are the safeguarding considerations in the following scenarios? Make some notes and review the answers at the end of the pack.

Scenario one



You are using your #My3days to volunteer in a charity shop. One of the permanent volunteers, John, has a significant learning disability and lives in supported housing. John asks if he can borrow some money from you as he is hungry and needs something to eat.

You have also noticed that recently, John appears unkempt and does not have a coat despite it being winter and very cold. You know that John has a support worker who helps him with things like shopping and managing his money.

He explains that six weeks ago his support worker changed, and his new support worker does things very differently. John tells you that his new support worker only gives him half of his weekly allowance, which John needs to buy groceries and clothing. John shares with you that he has tried to speak to the support worker about why his allowance is now half but, he is too frightened of them.

What are the safeguarding issues here?

ZCT and safeguarding – scenario two

Scenario two



You are a regular volunteer with ZCT and you support ZCT's local primary school fortnightly reading sessions. You've been paired with Abbey, aged nine, for the past four months.

Abbey is confident, talkative and well-liked by her peers. Recently, however, you've noticed Abbey has become withdrawn and quiet during your sessions together, which you note is out of character as she is usually very engaging.

You also notice that Abbey is wearing her school jumper, despite today being a particularly hot day. You suggest she might be more comfortable if she puts her jumper in her bag, but she refuses and moves away from you.

Do you think there is a safeguarding issue here? What should you do?



Important points to remember.

Safeguarding issues are often complex and can be difficult to identify without understanding the wider context. It is important to report any suspicions you have even when you are unsure. And to do so through the appropriate people and procedures within 24 hours.

Do not allow uncertainty to prevent you from acting. If you have a suspicion, or a gut feeling something is not right, report it. This could be the missing piece of information required before a safeguarding intervention can take place. Your report could be the missing piece of the puzzle that is desperately needed by authorities to intervene and protect that vulnerable person.

Do not allow caution to prevent you from reporting a concern or suspicion that you have. If further investigation is undertaken and no safeguarding concerns are identified there are no negative repercussions and no detriment is caused. Whereas failure to report obstructs an opportunity to investigate and act in circumstances which would require intervention to protect the vulnerable individual. It's better to be safe than sorry!

Taking action - recognise

Imagine the situation – you're at a ZCT brokered activity and volunteering using your #my3days entitlement. Someone approaches you and says something that causes you concern or they confide in you.

What should you do?

3 R's
Recognise
Report
Record

Recognise

The disclosure of potential abuse or neglect isn't always made consciously.

You will be able to recognise where there is a safeguarding concern – it may be based on your gut instinct reacting to something the individual has said or how they are acting. Or it may be clear if the individual confides in you.

Remember that for the individual reporting an incident to you, whether it involves them directly or not, this can be a very emotional and stressful time. Sometimes the individual may not know what is happening to them is abuse and struggle to share what they are feeling. It's important that you keep calm, reassure them and listen carefully. Control your own emotions and expression and always take what the person is saying seriously.

You should:

- Reassure them that they are doing the right thing by telling you and that it's not their fault.
- Explain that you need to tell someone who can help them.
- Ask questions for clarity. Be sure to use open questions such as - what happened, when did it happen, who was there?
- Top tip – try to utilise the **T.E.D** method in these conversations = **tell me, explain, describe**.
- Respond and reassure -don't be afraid of saying the wrong thing.

You must not:

- Make promises you cannot keep - for example, you cannot promise confidentiality as you have an obligation to report any concerns or allegations.
- Ask leading or closed questions as this can make it difficult for the individual to answer.
- Confront anyone, this is not your role.
- Make detailed notes in front of the individual as this may discourage them. Instead write it down as soon as possible afterwards or, if you need to, make brief notes and add the details later.
- Paraphrase or use your own words.
- Make a personal decision as to whether it's true - you must report all allegations of abuse or neglect.

Taking action - report

Remember – do not delay, do not investigate, do seek advice and report.

You must report it within 24 hours of the incident. It is not enough to report it to another volunteer or a volunteering manager in the organisation. We have a responsibility to ensure the appropriate action is taken.

3 R's
Recognise
Report
Record

How to escalate or report a concern

Should you identify a safeguarding incident or risk on any ZCT activity or charity partner event, it must be reported to either:

Steve Grimmett, Designated Safeguarding Lead, Zurich Community Trust
(steve.grimmett@zct.org.uk)

Jane Boulton, Designated Safeguarding Lead, Zurich Community Trust
(jane.boulton@zct.org.uk)

If the matter relates to a Zurich employee and you are not comfortable with reporting it to the Designated Safeguarding Leads mentioned above, then you can also report your concerns by calling Zurich's Ethics Line or via the People Portal.

If you are volunteering with an organisation, not brokered by ZCT, find out who the Designated Safeguarding Lead is for that organisation and report your concerns to them.

If you feel that someone is in immediate danger, you must ring 999. 'Immediate danger' means that if you did not act there and then, this person would suffer significant harm, or worse.

Taking action - record

The designated safeguarding individuals will be responsible for recording and handling any records and reports resulting from the incident. They will also be responsible for deciding on the most appropriate next steps and informing the authorities where required.

3 R's
Recognise
Report
Record

Additional guidance

If you have any other safeguarding concerns, the Ann Craft Trust & NSPCC have a number of resources to help you including safeguarding support, helplines and information.

These resources can support you if you have any concerns relating to external volunteering activities or for personal support.

Here are the links to access the resources:

<https://www.anncrafttrust.org/help-advice/friend-relative/>

<https://learning.nspcc.org.uk/research-resources>

Test your knowledge

In order to confirm that you have read and understood this training module, you are required to complete a short knowledge test.

Please click on the image below to access the knowledge check.



Additional resources

Additional information is available from the following organisations:

National Domestic Abuse

This website for both men and women with information about what abuse is, your rights and options, how they can help you and how you can support a survivor of domestic abuse. There is a confidential, freephone 24-hour helpline, and live chat and email facilities for further guidance and support.

To access the website, [click here](#).

ManKind

The ManKind initiative supports male victims of domestic abuse and male victims of domestic violence from across the UK. It provides direct support through a confidential and free national helpline. The website gives information and guidance for individuals, their families, neighbours and colleagues. The initiative also gives male victims a voice and supports organisations and practitioners who want to better recognise, support and understand male victims.

To access the website, [click here](#).

NSPCC

Stop It Now! offers anonymous and confidential support to help you prevent child sexual abuse. Whether you're worried about yourself or someone else, you can contact them through their confidential helpline, livechat and secure messaging. The website also hosts a number of articles and guidance.

To access the website, [click here](#).

Barnardo's

Barnardo's is a children's charity that protects and supports the UK's most vulnerable children and young people. The website hosts a lot of information and guidance. It has support relating to the effects of Covid-19 pandemic on children and young people, how they support children, young people and their families.

To access the website, [click here](#).

Prevent

Prevent is about safeguarding and supporting those vulnerable to radicalisation. Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

To access the website, [click here](#).

Scenario one - answers



You are using your #My3days to volunteer in a charity shop. One of the permanent volunteers, John, has a significant learning disability and lives in supported housing. John asks if he can borrow some money from you as he is hungry and needs something to eat.

You have also noticed that recently, John appears unkempt and does not have a coat despite it being winter and very cold. You know that John has a support worker who helps him with things like shopping and managing his money.

He explains that six weeks ago his support worker changed, and his new support worker does things very differently. John tells you that his new support worker only gives him half of his weekly allowance, which John needs to buy groceries and clothing. John shares with you that he has tried to speak to the support worker about why his allowance is now half but, he is too frightened of them.

What are the safeguarding issues here?

John may be considered an adult at risk. He has a significant learning disability and lives in supported housing. He requires support with various aspects of daily living.

John has made a disclosure to you about being hungry. From the discussion, you also have a concern about the actions of the support worker, particularly relating to potential financial abuse and the impact of this on John's welfare e.g. being able to buy a coat for winter. There is therefore a potential safeguarding issue that you may want to act upon.

Scenario two



You are a regular volunteer with ZCT and you support ZCT's local primary school fortnightly reading sessions. You've been paired with Abbey, aged nine, for the past four months.

Abbey is confident, talkative and well-liked by her peers. Recently, however, you've noticed Abbey has become withdrawn and quiet during your sessions together, which you note is out of character as she is usually very engaging.

You also notice that Abbey is wearing her school jumper, despite today being a particularly hot day. You suggest she might be more comfortable if she puts her jumper in her bag, but she refuses and moves away from you.

Do you think there is a safeguarding issue here? What should you do?

This has the potential to be a safeguarding issue.

There has been a clear identified shift in Abbey's behaviour which may cause you to suspect something has upset her or has happened to cause this change. In addition you've noticed that she refuses to remove a jumper which is covering her arms despite very hot weather. Could this be due to injury on her arms or other parts of her body? If so, how has this injury been caused and by whom? This suggests there could be a potential safeguarding issue and warrants that you act.

By reporting your concerns it will allow the opportunity for further investigation to be undertaken by the appropriate authority. This will ensure that the safety and wellbeing of the vulnerable individual is protected through safeguarding intervention, if necessary.

Remember: It can be difficult to recognise what constitutes a safeguarding issue when you do not have the full context – but you should be able to identify where there may be a potential safeguarding issue and it is important that you act. Your actions could be the missing link that is needed to properly protect that vulnerable person.

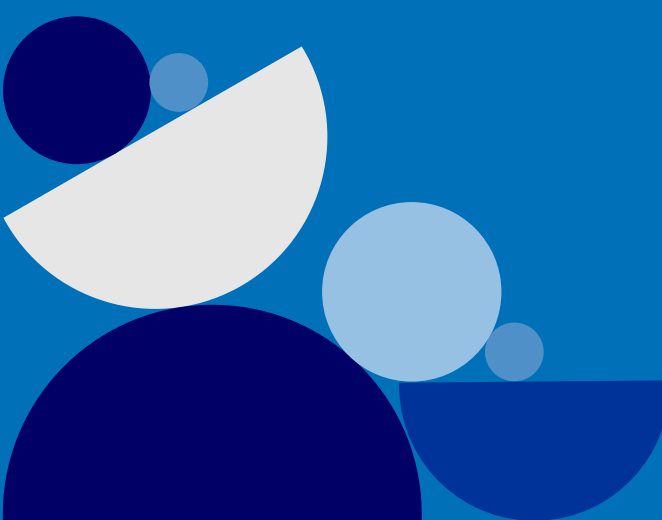
Safeguarding.

People Development Team

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Portal

