



## Safeguarding of Children and Vulnerable Adults Policy

### 1. Policy statement

1.1. York St John Students' the Students' Union has a statutory, ethical and moral duty to ensure that the organisation functions with a view to safeguarding and promoting the welfare of children, young people, and vulnerable adults who are visiting the Students' the Students' Union. Safeguarding is everyone's responsibility.

1.2. Throughout this document, reference is made to 'children and young people'. This term is used to mean 'those under the age of 18'. This policy also refers to adults who are vulnerable to abuse. This term is used to mean a person aged 18 or over who has a condition of the following type: (a more detailed description is available in the [Safeguarding Vulnerable Groups Act 2006](#))

- A substantial learning or physical disability;
- A physical or mental illness or mental disorder, chronic or otherwise, including an addiction to alcohol or drugs; or,
- A significant reduction in physical or mental capacity.

1.3. The Students' the Students' Union is committed to ensuring that it:

- Provides a safe environment for children, young people, and vulnerable adults to work and visit and those children, young people and vulnerable adults are safe and feel safe;
- Identifies children, young people, and vulnerable adults who are suffering, or likely to suffer, significant harm, and;
- Takes appropriate action to see that such children, young people, and vulnerable adults are kept safe, both at the the Students' Union and at home.

1.4. In pursuit of these aims, the the Students' Union will ensure procedures and practice is in place with the aim of:

- Raising awareness of issues relating to the welfare of children, young people, and vulnerable adults and the promotion of a safe environment for them whilst they are at the the Students' Union;
- Aiding the identification of children, young people, and vulnerable adults at risk of significant harm, and providing procedures for reporting concerns and acting on these;
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff and fellow students;
- The safe recruitment of staff and students.

1.5. When reviewing relevant policies and procedures in relation to safeguarding, the Chief Executive Officer will consult with, and take account of relevant guidance and good practice, including liaison with the Local Safeguarding Children Board (LSCB).

- 1.6. The Students' Union will refer concerns that a child, young person, or vulnerable adult might be at risk of significant harm to Social Services and/or the appropriate agencies as agreed with the LSCB. Managers and all staff working with children will receive training adequate to familiarise them with protection issues and responsibilities, and the Students' Union's procedures and policies, with refresher training at least every two years.
- 1.7. The Chief Executive Officer will have special responsibility for protection issues as the designated staff members with lead responsibility for child protection and the protection of vulnerable adults. They will be assisted by other members of staff with responsibilities for the protection of children and vulnerable adults.

## 2. Policy Scope and Definition

- 2.1. Abuse is a selfish act of oppression and injustice, exploitation and manipulation of power. This can be caused by those inflicting harm or those who fail to act to prevent harm. Abuse is not restricted to any particular group in society.
- 2.2. The Students' Union recognises that abuse can take many forms. A list of the types and indicators of abuse compiled by the Social Care Institute for Excellence is attached as appendix v or can be found [here](#).

## 3. Designated Staff with Responsibility for Safeguarding

- 3.1. The designated senior member of staff with lead responsibility for child protection and the protection of vulnerable adults is the Chief Executive Officer. The Chief Executive Officer has the key duty to take lead responsibility for raising awareness within the Students' Union of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment within the Students' Union. The Chief Executive Officer will ensure that designated staff have received training in child and vulnerable adult protection issues and will receive refresher training at least every two years.
- 3.2. The Chief Executive Officer (or the Student Opportunities Manager in the absence of the Chief Executive) are responsible for ensuring that the following take place:
  - Oversight of the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with LSCB;
  - Provision of advice and support to staff and students on issues relating to the protection of children, young people and vulnerable adults;
  - Maintaining a proper record of any child or vulnerable adult protection referral, complaint or concern (even where that concern does not lead to a formal referral);
  - Liaison with the LSCB and other appropriate agencies;
  - Liaison with organisations who send children, young people or vulnerable adults to the Students' Union to ensure that appropriate arrangements are made;
  - Liaison with employers and training organisations that receive children, young people or vulnerable adults from the Students' Union on placements, to ensure that appropriate safeguards are put in place;
  - Ensuring that staff receive basic training in safeguarding issues, and are aware of the Students' Union's safeguarding procedures;
  - Ensuring that appropriate safeguards are in place for the management of contractors on the Students' Union premises;

- Ensuring that recruitment and selection policies for staff are regularly reviewed and adhered to.

#### 4. Procedures for Dealing with the Disclosure of Abuse and Reporting Concerns

4.1. If a child, young person or vulnerable adult tells a member of staff about possible abuse:

##### **Receive**

- Listen to what is said and stay calm, without displaying shock or disbelief. You should accept what is being said without judgement and take it seriously. Do not ask leading questions; let the person tell their story and do not press them for information. You should give the person your full attention; make a written note of the information received **after** you have finished with the person.

##### **Reassure**

- Reassure the person that they are right to tell their story and explain that you will have to pass their information to the Chief Executive Officer or Student Opportunities manager who will make sure the matter is appropriately dealt with.

##### **Recognise**

- Throughout, be alert to any signs or symptoms of abuse (types and indicators of abuse can be found in appendix v). Do not investigate or interrogate to decide if the person is telling the truth.

##### **Respond**

- Reassure the person that they have done the right thing in sharing this information and that they are not to blame. You must be honest and never make promises. You should never promise to keep what you are told confidential; if abuse is involved, you will need to tell someone. Throughout, use open questions such as “tell me” or “explain to me”, and avoid closed questions. Tell them what you will do with the information they have shared and that they will be kept informed.

##### **Refer**

- Pass the information to the Chief Executive Officer or Student Opportunities Manager within 24 hours. In the case of an emergency, call the Police or dial 999.

4.2. Staff should not investigate concerns or allegations themselves but should report them immediately to the Chief Executive Officer or the Student Opportunities Manager.

#### 5. Procedures for Reporting and Dealing with Allegations of Abuse

5.1. These procedures apply to all members of staff, elected officers, and Trustees, as well as to any volunteers working with the Students’ Union.

##### ***Allegations against members of staff, elected officers, and trustees***

5.2. The Students’ Union recognises the severity of an allegation of abuse made against members of staff, elected officers, and Trustees. The Students’ Union is committed to seriously engage with the appropriate authorities when an allegation is made. It is imperative that those handling an allegation maintain an open mind, and investigations are thorough and not subject to delay. The safety and welfare of the child, young person, or vulnerable adult is of paramount concern.

5.3. Therefore, those dealing with such allegations within the Students' Union, it will do so with sensitivity, and will act in a careful, measured way.

### ***Receiving an Allegation***

5.4. A member of staff, elected officer, or Trustee who receives an allegation about another member of staff, elected officer, or Trustee from a member of staff, a student, or a child, young person, or vulnerable adult should follow the guidelines enumerated in this policy for dealing with disclosure.

5.5. The allegation should be reported immediately to the Chief Executive Officer or the Student Opportunities Manager. The Chief Executive Officer or the Student Opportunities Manager will obtain written details of the allegation from the person who received it, which are signed and dated. Where possible information about times, dates, locations and names of potential witnesses should also be recorded.

### ***Initial Assessment***

5.6. The Chief Executive Officer or the Student Opportunities Manager will make an initial assessment of the allegation, consulting with colleagues and the Local Safeguarding Children Board ('LSCB') as appropriate. Where the allegation is considered to be either a potential criminal act or indicates that the child, young person, or vulnerable adult has suffered, is suffering, or is likely to suffer significant harm; the matter should be reported immediately to the LSCB. This is a responsibility which must be carried out as soon as practicably possible within 24-hours of the allegation being reported.

5.7. It is important that the Chief Executive Officer or the Student Opportunities Manager does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision about whether or not the allegation warrants further investigation.

5.8. Where the matter does not require reporting to the local LSCB, other potential outcomes are:

- a) The allegation can be addressed in accordance with the Students' Union's disciplinary procedures;
- b) The allegation can be shown to be false because the facts alleged could not possibly be true and no further action is required.

### ***Enquiries and Investigations***

5.9. Protection enquiries by Social Services or the Police are not to be confused with internal, disciplinary enquiries by the Students' Union. The Students' Union may be able to use the outcome of an external agency's enquiries as part of its own procedures.

5.10. The statutory agencies, including the Police, have no power to direct the Students' Union to act in a particular way; however, The Students' the Students' Union will assist the agencies with their enquiries.

5.11. The Students' Union will hold in abeyance its own internal enquiries while the formal Police or Social Services investigations proceed. To do otherwise may prejudice the investigation. Any internal enquiries will conform to the existing disciplinary procedures. Any investigation relating to allegations made against Sabbatical Officers will conform to the Sabbatical Officer Disciplinary Policy. Investigations relating to allegations made against Part-time Officers will conform to the Student Disciplinary Policy.

5.12. If there is an investigation by an external agency, for example the Police, the Chief Executive Officer, or the Student Opportunities Manager should normally be involved in, and contribute to, the inter-agency strategy discussions. The Chief Executive Officer or the Student Opportunities Manager will be responsible for ensuring that the Students' Union provides every assistance to the investigation. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Chief Executive Officer or the Student Opportunities Manager should advise the member of staff that they should consult with a Trade Union representative, contact the Employee Assistance Scheme or seek any external advice they feel appropriate. The Chief Executive Officer may consider the suspension of staff (in accordance with the Staff Disciplinary Policy) should an investigation of this nature take place.

5.13. Subject to objections from the Police or other investigating agency, the Chief Executive Officer or the Student Opportunities Manager should:

- Inform the person making the allegation that the investigation is taking place and what the likely process will involve,
- Ensure that the parents/carers of a child or young person making an allegation have been informed that the allegation has been made, and what the likely process will involve. In certain circumstances it may be appropriate to inform the recorded next of kin of a vulnerable adult making an allegation;
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve;
- Inform relevant, senior colleagues of the allegation and the investigation.

5.14. The Chief Executive Officer or the Student Opportunities Manager will keep a written record of the action taken in connection with the allegation and should consider, any action under the Students' Union's disciplinary policies which should be taken, pending the outcome of the full investigation, to safeguard both those who have made the allegation, any others who may potentially be at risk; and the member(s) of staff concerned.

## 6. Records

6.1. It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file, in line with normal data protection procedures.

6.2. If a member of staff is dismissed or resigns before the disciplinary process is completed, they should be informed about the Students' Union's statutory duty to inform the Independent Safeguarding Authority (ISA)

6.3. In situations when an allegation of a safeguarding nature then the Chief Executive Officer should also ensure that the Charity Commission are informed of the allegation, investigation and outcome.

## 7. Monitoring Effectiveness

Where an allegation has been made against a member of staff, the Chief Executive Officer or the Student Opportunities Manager should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the

improvement of the the Students' Union's procedures and/or policies and/or which should be drawn to the attention of the LSCB.

## **8. Prevent Duty**

The Students' the Students' Union is subject to York St John University's Prevent Duty, which can be found in the University's [Safeguarding Policy \(June 2019\)](#).

## **Appendix i – Legislation and Government Guidance**

The principal pieces of legislation and Government guidance governing and influencing this policy are:

- The Children Act 1989
- The Police Act 1997
- The Public Interest Disclosure Act 1998
- The Care Standards Act 2000
- The Adoption and Children Act 2002
- The Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Children and Families Act 2014
- The Counter-Terrorism and Security Act 2015
- The Childcare Act 2016
- The Children and Social Work Act 2017
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2019

## Appendix ii– Policy in Practice

To aid the understanding and context of this policy within a Students' the Students' Union environment, the following highlights 'at risk' circumstances where staff, officers and volunteers should consider safeguarding principals.

- a) Lone working – both within core hours and out of core hours
- b) Advice consultations (interview room usage)
- c) Open Day one to one discussion (under 18's)
- d) One on one activity with individuals in offices
- e) One on one activity with individuals outside the office (i.e. Hull Road facilities)
- f) Sports changing room usage
- g) Washroom usage

### Guidance to staff

When dealing directly with a student/child/vulnerable adult, you should:

- stay calm and listen to the individual's concerns;
  - treat the person with respect and provide reassurance that it is safe to have the discussion;
  - allow the individual to speak without disruption;
  - keep a record of the concern using the person's own words as far as possible;
  - do not promise confidentiality; explain to the individual that the information will need to be passed on to the CEO;
  - pass on the information promptly and directly to the CEO
- Things not to do:
    - dismiss the concern or think it is someone else's responsibility;
    - ask leading questions when the person is disclosing to you;
    - express shock or anger or laugh;
    - delay reporting the suspected or confirmed abuse to the CEO; carry out an investigation into the allegation yourself (this will be done by the CEO).



## Appendix iii Safeguarding Report Form

### Safeguarding Students, Children and Vulnerable Adults – Incident Report Form

First two pages to be completed by the CEO as part of the preliminary investigation before sign off

Name of Student:

Student Reference Number:

Telephone Number:

Email address:

Term time address:

Who reported the incident regarding the Student (above):

Date(s) and time(s) of incident:

Location of the incident:

Details of the incident: (use separate sheet if required)

Has the Student been spoken to? If so please record by whom and exactly what was said (using the individual's own language) and what was said to the individual (use separate sheet if required).

Action Agreed with Student:

Observations (for instance are there any physical/behavioural signs or indirect signs):

Have external agencies (for instance the police, social services) been contacted:

YES (detail below)

NO

I confirm that to the best of my knowledge the information provided is correct and I will be available to answer any further questions on this matter:

Signature:

Print name:

To be completed in conjunction with the CEO:

Does the incident need to be reported to:

VC office / Marketing / Legal	No	Yes - Date and Time Completed
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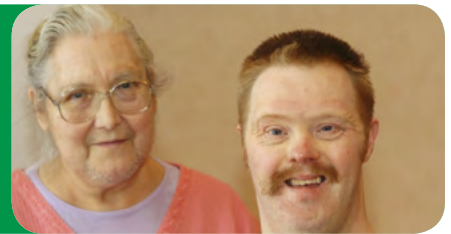
Other Internal	No	Yes - Date and Time Completed
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Police	No	Yes - Date and Time Completed
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Prevent	No	Yes - Date and Time Completed
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Children / Adult Services	No	Yes - Date and Time Completed
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Medical Professionals including GP	No	Yes - Date and Time Completed
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# At a glance 69: Safeguarding adults: Types and indicators of abuse

## Introduction

People with care and support needs, such as older people or people with disabilities, are more likely to be abused or neglected. They may be seen as an easy target and may be less likely to identify abuse themselves or to report it. People with communication difficulties can be particularly at risk because they may not be able to alert others. Sometimes people may not even be aware that they are being abused, and this is especially likely if they have a cognitive impairment. Abusers may try to prevent access to the person they abuse.

Signs of abuse can often be difficult to detect. This At a glance briefing aims to help people who come into contact with people with care and support needs to identify abuse and recognise possible indicators. Many types of abuse are also criminal offences and should be treated as such.

Types of abuse:

- Physical abuse
- Domestic violence or abuse
- Sexual abuse
- Psychological or emotional abuse
- Financial or material abuse
- Modern slavery
- Discriminatory abuse
- Organisational or institutional abuse
- Neglect or acts of omission
- Self-neglect

Evidence of any one indicator from the following lists should not be taken on its own as proof that abuse is occurring. However, it should alert practitioners to make further assessments and to consider other associated factors. The lists of possible indicators and examples of behaviour are not exhaustive and people may be subject to a number of abuse types at the same time.

## Physical abuse

**Types of physical abuse:**

- assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing
- rough handling
- scalding and burning
- physical punishments
- inappropriate or unlawful use of restraint
- making someone purposefully uncomfortable (e.g. opening a window and removing blankets)
- involuntary isolation or confinement
- misuse of medication (e.g. over-sedation)
- forcible feeding or withholding food
- unauthorised restraint, restricting movement (e.g. tying someone to a chair).

**Possible indicators of physical abuse:**

- no explanation for injuries or inconsistency with the account of what happened
- injuries are inconsistent with the person's lifestyle
- bruising, cuts, welts, burns and/or marks on the body or loss of hair in clumps
- frequent injuries
- unexplained falls
- subdued or changed behaviour in the presence of a particular person
- signs of malnutrition
- failure to seek medical treatment or frequent changes of GP.

## Domestic violence or abuse

### Types of domestic violence or abuse:

Domestic violence or abuse can be characterised by any of the indicators of abuse outlined in this briefing relating to:

- psychological
- physical
- sexual
- financial
- emotional.

Domestic violence and abuse includes 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.

It also includes so called 'honour'-based violence, female genital mutilation and forced marriage. Coercive or controlling behaviour is a core part of domestic violence.

### Coercive behaviour can include:

- acts of assault, threats, humiliation and intimidation
- harming, punishing, or frightening the person
- isolating the person from sources of support
- exploitation of resources or money
- preventing the person from escaping abuse
- regulating everyday behaviour.

### Possible indicators of domestic violence or abuse

- low self-esteem
- feeling that the abuse is their fault when it is not
- physical evidence of violence such as bruising, cuts, broken bones
- verbal abuse and humiliation in front of others
- fear of outside intervention
- damage to home or property
- isolation – not seeing friends and family
- limited access to money.

## Sexual abuse

### Types of sexual abuse:

- rape, attempted rape or sexual assault
- inappropriate touch anywhere
- non-consensual masturbation of either or both persons
- non-consensual sexual penetration or attempted penetration of the vagina, anus or mouth
- any sexual activity that the person lacks the capacity to consent to
- inappropriate looking, sexual teasing or innuendo or sexual harassment
- sexual photography or forced use of pornography or witnessing of sexual acts
- indecent exposure.

### Possible indicators of sexual abuse:

- bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- torn, stained or bloody underclothing
- bleeding, pain or itching in the genital area
- unusual difficulty in walking or sitting
- foreign bodies in genital or rectal openings
- infections, unexplained genital discharge, or sexually transmitted diseases
- pregnancy in a woman who is unable to consent to sexual intercourse
- the uncharacteristic use of explicit sexual language or significant changes in sexual behaviour or attitude
- incontinence not related to any medical diagnosis
- self-harming
- poor concentration, withdrawal, sleep disturbance
- excessive fear/apprehension of, or withdrawal from, relationships
- fear of receiving help with personal care
- reluctance to be alone with a particular person.

## Psychological or emotional abuse

### Types of psychological or emotional abuse:

- enforced social isolation – preventing someone accessing services, educational and social opportunities and seeing friends
- removing mobility or communication aids or intentionally leaving someone unattended when they need assistance
- preventing someone from meeting their religious and cultural needs
- preventing the expression of choice and opinion
- failure to respect privacy
- preventing stimulation, meaningful occupation or activities
- intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse
- addressing a person in a patronising or infantilising way
- threats of harm or abandonment
- cyber bullying.

### Possible indicators of psychological or emotional abuse:

- an air of silence when a particular person is present
- withdrawal or change in the psychological state of the person
- insomnia
- low self-esteem
- uncooperative and aggressive behaviour
- a change of appetite, weight loss/gain
- signs of distress: tearfulness, anger
- apparent false claims, by someone involved with the person, to attract unnecessary treatment.

## Financial or material abuse

### Types of financial or material abuse:

- theft of money or possessions
- fraud, scamming
- preventing a person from accessing their own money, benefits or assets
- employees taking a loan from a person using the service
- undue pressure, duress, threat or undue influence put on the person in connection with loans, wills, property, inheritance or financial transactions
- arranging less care than is needed to save money to maximise inheritance
- denying assistance to manage/monitor financial affairs
- denying assistance to access benefits
- misuse of personal allowance in a care home
- misuse of benefits or direct payments in a family home
- someone moving into a person's home and living rent free without agreement or under duress
- false representation, using another person's bank account, cards or documents
- exploitation of a person's money or assets, e.g. unauthorised use of a car
- misuse of a power of attorney, deputy, appointeeship or other legal authority
- rogue trading – e.g. unnecessary or overpriced property repairs and failure to carry out agreed repairs or poor workmanship.

### Possible indicators of financial or material abuse:

- missing personal possessions
- unexplained lack of money or inability to maintain lifestyle
- unexplained withdrawal of funds from accounts

- power of attorney or lasting power of attorney (LPA) being obtained after the person has ceased to have mental capacity
- failure to register an LPA after the person has ceased to have mental capacity to manage their finances, so that it appears that they are continuing to do so
- the person allocated to manage financial affairs is evasive or uncooperative
- the family or others show unusual interest in the assets of the person
- signs of financial hardship in cases where the person's financial affairs are being managed by a court appointed deputy, attorney or LPA
- recent changes in deeds or title to property
- rent arrears and eviction notices
- a lack of clear financial accounts held by a care home or service
- failure to provide receipts for shopping or other financial transactions carried out on behalf of the person
- disparity between the person's living conditions and their financial resources e.g. insufficient food in the house
- unnecessary property repairs.

## Modern slavery

### Types of modern slavery:

- human trafficking
- forced labour
- domestic servitude
- sexual exploitation, such as escort work, prostitution and pornography
- debt bondage – being forced to work to pay off debts that realistically they never will be able to.

### Possible indicators of modern slavery:

- signs of physical or emotional abuse
- appearing to be malnourished, unkempt or withdrawn
- isolation from the community, seeming under the control or influence of others

- living in dirty, cramped or overcrowded accommodation and or living and working at the same address
- lack of personal effects or identification documents
- always wearing the same clothes
- avoidance of eye contact, appearing frightened or hesitant to talk to strangers
- fear of law enforcers.

Further Home Office information on identifying and reporting modern slavery - <https://modernslavery.co.uk/>

## Discriminatory abuse

### Types of discriminatory abuse:

- unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation (known as '**protected characteristics**' under the Equality Act 2010 - [www.equalityhumanrights.com/private-and-public-sector-guidance/guidance-all/protected-characteristics](http://www.equalityhumanrights.com/private-and-public-sector-guidance/guidance-all/protected-characteristics))
- verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic
- denying access to communication aids, not allowing access to an interpreter, signer or lip-reader
- harassment or deliberate exclusion on the grounds of a protected characteristic
- denying basic rights to healthcare, education, employment and criminal justice relating to a protected characteristic
- substandard service provision relating to a protected characteristic.



**Possible indicators of discriminatory abuse:**

- the person appears withdrawn and isolated
- expressions of anger, frustration, fear or anxiety
- the support on offer does not take account of the person's individual needs in terms of a protected characteristic.

## Organisational or institutional abuse

**Types of organisational or institutional abuse:**

- discouraging visits or the involvement of relatives or friends
- run-down or overcrowded establishment
- authoritarian management or rigid regimes
- lack of leadership and supervision
- insufficient staff or high turnover resulting in poor quality care
- abusive and disrespectful attitudes towards people using the service
- inappropriate use of restraints
- lack of respect for dignity and privacy
- failure to manage residents with abusive behaviour
- not providing adequate food and drink, or assistance with eating
- not offering choice or promoting independence
- misuse of medication
- failure to provide care with dentures, spectacles or hearing aids
- not taking account of individuals' cultural, religious or ethnic needs
- failure to respond to abuse appropriately
- interference with personal correspondence or communication
- failure to respond to complaints.

**Possible indicators of organisational or institutional abuse:**

- lack of flexibility and choice for people using the service
- inadequate staffing levels
- people being hungry or dehydrated
- poor standards of care
- lack of personal clothing and possessions and communal use of personal items
- lack of adequate procedures
- poor record-keeping and missing documents
- absence of visitors
- few social, recreational and educational activities
- public discussion of personal matters
- unnecessary exposure during bathing or using the toilet
- absence of individual care plans
- lack of management overview and support.

## Neglect and acts of omission

**Types of neglect and acts of omission:**

- failure to provide or allow access to food, shelter, clothing, heating, stimulation and activity, personal or medical care
- providing care in a way that the person dislikes
- failure to administer medication as prescribed
- refusal of access to visitors
- not taking account of individuals' cultural, religious or ethnic needs
- not taking account of educational, social and recreational needs
- ignoring or isolating the person
- preventing the person from making their own decisions
- preventing access to glasses, hearing aids, dentures, etc.
- failure to ensure privacy and dignity.

**Possible indicators of neglect and acts of omission:**

- poor environment – dirty or unhygienic
- poor physical condition and/or personal hygiene
- pressure sores or ulcers
- malnutrition or unexplained weight loss
- untreated injuries and medical problems
- inconsistent or reluctant contact with medical and social care organisations
- accumulation of untaken medication
- uncharacteristic failure to engage in social interaction
- inappropriate or inadequate clothing.

## Self-neglect

**Types of self-neglect:**

- lack of self-care to an extent that it threatens personal health and safety
- neglecting to care for one's personal hygiene, health or surroundings
- inability to avoid self-harm
- failure to seek help or access services to meet health and social care needs
- inability or unwillingness to manage one's personal affairs.

**Indicators of self-neglect:**

- very poor personal hygiene
- unkempt appearance
- lack of essential food, clothing or shelter
- malnutrition and/ or dehydration
- living in squalid or unsanitary conditions
- neglecting household maintenance
- hoarding
- collecting a large number of animals in inappropriate conditions
- non-compliance with health or care services
- inability or unwillingness to take medication or treat illness or injury.

## Safeguarding adults: resources

SCIE has developed the following resources to help social workers, local authority staff and their partners, chairs and members of Safeguarding Adults Boards, to meet their new safeguarding duties under the Care Act 2014. You can find these resources at: [www.scie.org.uk/casa](http://www.scie.org.uk/casa)

- **Adult safeguarding practice questions**  
Guidance is for frontline practitioners and managers who work with adults who have care and support needs and who may be at risk of abuse or neglect. It identifies a number of challenging safeguarding dilemmas, and aims to make clear how these should be handled within the new legal framework.
- **Information sharing guide**  
What information agencies should be sharing and with whom.
- **Safeguarding Adults Boards checklist and resources**  
This guide aims to inform Safeguarding Adults Boards (SABs) of what is required of them under the Care Act and to help them improve their effectiveness.
- **Safeguarding Adults Reviews (SARs): implementation support**  
This resource supplements the policy development work already underway or completed by SABs.
- **SCIE's existing resources on safeguarding:**  
[www.scie.org.uk/adults/safeguarding/](http://www.scie.org.uk/adults/safeguarding/)