Safeguarding Vulnerable Groups and Individuals Guidelines
Lancaster University

Last updated May 2017
Introduction

The information and templates included in this document are provided to support the University's Safeguarding Policy and are meant to provide useful information and guidance to help you perform your duties.

Acknowledgements

The University would like to thank Leanne Bates (UKSRO) and Carla Lockwood (LUSU) for allowing the inclusion of their materials in this booklet.

What incidents should be reported?

A common sense approach should be taken when dealing with incidents involving vulnerable groups or individuals and any concern can be discussed informally with a Safeguarding Officer if you are uncertain on how to proceed. The following provides a list of incidents that must be reported to ensure the safety of a vulnerable child or young person:

Incidents that must be reported include:

- If a child/young person/vulnerable adult is accidentally hurt.
- If you are concerned that a relationship is developing that could represent an abuse of trust.
- If you are concerned that the child/young person/vulnerable adult is becoming attracted to you or a colleague who cares for them.
- If you are concerned that a colleague is becoming attracted to someone in his/her care.
- If a child/young person/vulnerable adult misunderstands or misinterprets something you have done.
- If you have had to use reasonable physical restraint to prevent a child/young person/vulnerable adult harming themselves, or another, or from causing significant damage to property.
- If a child/young person/vulnerable adult makes an allegation of abuse
- If you see any suspicious marks on a child/young person/vulnerable adult
- If you notice sudden changes in behaviour
- If you feel that the child/young person/vulnerable adult is being radicalized (see Section ? below)
Confidentiality & Information Sharing

Confidentiality does not mean keeping secrets
When a young person discloses information about abuse, potential or alleged, the young person must be told that it may be necessary to inform someone else in order that the disclosure can be dealt with. Keeping secrets with a young person after a disclosure of abuse is adding to that abuse.

If a young person requests to talk “in confidence” meaning “don’t tell anyone else”, it must be clearly explained that keeping a secret may not be possible and that a promise cannot be made to do so. The information will be passed on to the designed CPO, who may also have to talk to external bodies. The young person can then chose whether or not to continue with the disclosure – s/he may chose not to do so. If a young person chooses not to continue with a disclosure but there is still concern about them, concerns should be reported using the procedures for reporting suspected abuse or a concern about a young person.

Information Sharing

Advice from the University Strategic Planning and Governance Division:

- Lancaster University is one legal entity. This means that personal information can be shared between staff within the organisation provided that there is a legitimate need. There are no barriers from a DP perspective between colleges/academic departments/professional services.
- However, personal information should be shared only with those individuals/services with an operational need to know.
- We should avoid giving assurances to students that information will be held in confidence – if you make such an assurance you are obliged to observe it. This could mean that the student does not get the support they require.
- There are some services such as Counselling and Disability where staff are obliged to hold certain information in confidence. For example, notes relating to clinical counselling support sessions or medical information establishing a disability may not be shared; however, it would be possible to discuss adjustments or recommendations that arise from this information.
- If information about a student is inappropriately held in confidence by an individual member of staff this may be a barrier to the University’s duty of care to act in the interests of the student. In the eyes of the law a student who has provided information to one member of staff has informed the institution. In the context of student information, SBS should always be the link point.

We should understand confidentiality as a principle that facilitates the sharing of information while upholding important safeguards.

The dangers of not sharing information
If information is not shared when appropriate, it will:
- impede the University’s obligation to report safeguarding situations to the police or other agencies to protect individuals who may be at risk.
• cause difficulties (and at worst, potential tragedy) for a student who does not get the right support. This could also have serious repercussions for the University. Legal action is possible, and in the event of an inquest into a death, the University would be shown in a very poor light if a staff member had known about a student’s difficulties but not referred them to appropriate professional services within the University;

• cause stress for members of staff supporting a very troubled student, wrongly believing that they have to keep all information confidential. In some cases staff members have had ended up on long-term sick leave, with potential employment-law repercussions for the University.

At present many members of staff feel that if a student discloses a serious problem they cannot share it. The confusion is understandable as the legislation is messy. However, the University is viewed as one legal entity, and if a student disclosed a serious problem and this information was not passed on appropriately, the University would struggle to justify the position to parents, coroners, etc. in the event of tragedy. There have been situations where individual members of staff have sought to support students with depression, anorexia, suicidal ideation, and other complex difficulties without seeking support from wellbeing services where there are specialist staff to provide support and make referrals to external agencies if needed.

There has also sometimes been a misconception at Lancaster that colleges are for pastoral care and departments are for academic care. It is everyone’s responsibility to provide for students. Colleges normally lead on pastoral matters but academic departments also provide pastoral advice and assistance every day. Similarly, departments lead on academic matters but colleges and other parts of the University give academic assistance on occasion (particularly on study skills, revision, etc.) The case studies below, and the Student Support Referral guide, will help inform when situations should be referred to SBS to co-ordinate, but if you are unable to find advice relevant to the situation, call the Base on 92525.

Guidelines

1. When meeting a student, avoid making a commitment that information given will be kept confidential.

2. Explore the impact that the situation is having on a student in order to advise them who to contact.

3. Consider where to refer – for example, the department, college, Student Funding, Learning Development, Disabilities, or welfare/counselling/mental health support. If you think a student will benefit from wellbeing advice or mental health support contact the College Wellbeing Officer, or seek advice from the Duty Counsellor. The Student Support Referral Guide may be useful - http://www.lancaster.ac.uk/current-staff/current-staff/student-support-referral-guide/

4. Discuss with the student what information should be shared to relevant departments, colleges and services. In may be enough to share that a student has concerns/issues, or where there is a significant impact, serious concerns/serious issues. However, the student may not wish to repeat their story
to others and may be happy for you to share more detail. Or it may be essential to share more in order to ensure the right support can be put in place.

5. **Be specific about how referrals will be made and who to** – for example if you are letting a department know, it is not necessary to let everyone know, it may be necessary for only the departmental officer to be alerted.

6. **If you are unsure how to deal with a situation** and what can be shared on a need-to-know basis, contact the Base and ask to be put in touch with someone who can advise. You can discuss the situation without giving the student’s name.

**Role of Lead Safeguarding Officer:**
This role is given locally to the institutional lead for departmental/course safeguarding or lead or events/activity organiser (as nominated by the relevant Dean or Director of Service). As each activity or event will differ and include different levels of risk, this Lead Safeguarding Officer will identify safeguarding issues and set relevant and appropriate guidelines.

The responsibilities under this role are:

- ensuring that all activities are correctly safeguarded
- undertaking risk assessments for activities and events to ensure that any child, young person or vulnerable adult is suitably protected. This includes reasonable adjustments relating to disability-related or other needs
- liaising with partner bodies to co-ordinate activities under this Policy and define the local arrangements for investigations and points of escalations as required
- undertaking or make arrangements for any DBS or other formal checks that need to be in place in line with the relevant section of the Policy
- ensuring that staff involved in the activity or event have been suitably trained in safeguarding
- When working with partner bodies, to deliver collaborative activities, ensure that any ‘handover points’ are agreed and joint risk assessments are undertaken for with the partner body in advance of the activity or event
- holding formal responsibility for reporting incidents arising under this policy
- establishing guidelines for reporting incidents relevant to the specific event/activity and ensure that all relevant people are aware of these
- liaising with the relevant University Deputy Safeguarding Officer or Prevent Safeguarding Officer when necessary

**DBS Checks**

Information on DBS checks and how to arrange these can be found on the [HR website](http://hrwebsite).
Risk Assessments

All staff should follow the University’s Risk Assessment procedure for any event or activity. Risk assessment information and documents can be found here.

An online course on risk assessment is available to staff via Moodle.

Organising events:
Ensure you make arrangements via the conference and events team. This will ensure that you have ensured consideration of access and safeguarding processes as this is built into their procedures. If you choose to run events outside of this system you must ensure that you have undertaken all risk assessments and taken into account safeguarding requirements and reasonable adjustments needed.

The Conference and Events team’s contact information can be found here.

Dealing with issues relating to mental health:
The team with designated responsibility for determining the severity of mental health issues is the Counselling and Mental Health Team (CMHT) in Student Based Services.

The CMHT are not an emergency service and if there are concerns of serious risk, you should call 999 immediately so that paramedics can be called to assess the situation.

In situations where the risk is not immediate you can contact the team for confidential advice and guidance. You do not need to give the affected person’s details if you are ascertaining whether there is a risk, however, you should always ensure that you are not accepting a level of responsibility for which you are not trained. You may be putting the child/young person/vulnerable adult or yourself in danger if you try to deal with serious issues alone (see section on Confidentiality and Information Sharing above).

Always act according to the escalation scale given on Diagram 1 below. Each tier has a level of training that can inform and advise the tier below. If you are unable to contact someone from the tier immediately above, contact the tier above that.

You can also always seek advice from the Safeguarding Officers:

Children, Students and Applicants

- The University Safeguarding Officer is the Director of Students, Education and Academic Services 01524 593457 / 07817 905412
The Deputy Safeguarding Officer is the Head of Student Wellbeing Services. This position is currently vacant. In the interim, please contact the Interim Head of Student Support on 01524 593119.

The Prevent Safeguarding Officer is the Emergency Planning and Risk Manager 01524 592018 / 07891 342860

Staff and Visitors

The University Safeguarding Officer is the Director of Human Resources 01524 510646

The Deputy Safeguarding Officer is the Assistant Director of Human Resources (Operations) 01524 595049

The Prevent Safeguarding Officer is the Emergency Planning and Risk Manager 01524 592018 / 07891 342860
Scale/level of escalation dependent on severity of situation/incident. This may not be sequential.

Diagram 1: Supporting Students with Mental Health difficulties and Managing Risk
Are you using the right welfare service at the right time?
Referrals under PREVENT

Identifying someone who is being radicalised

There is no profile for someone who could be drawn into terrorism so it is not possible to give a definitive list of what to look out for. Many individuals who are drawn towards extremist views do so because of:

- A desire for political or moral change
- Feelings of grievance, injustice or anger
- Desire for excitement and adventure
- Desire for status
- A need for identity, meaning and belonging
- Feeling under threat
- Mental health issues
- Loneliness and feelings of isolation
- The impact of a life event

These are all legitimate feelings but they could be exploited by a person who wanted to win them over to a cause. There are some indicators that could help identify if someone is being radicalised. These include:

- Fixation on a subject
- Use of discriminatory language
- New friendships
- Withdrawing from family and friends
- Limited or repeated vocabulary
- Signs of depression
- Change of appearance
- Displaying unusually arrogant behaviour
- Change of behaviour and exhibiting more self-assurance/confidence

What should you do?

- Be aware of your responsibilities under PREVENT (awareness training is available through the Prevent Safeguarding Officer)
- Know how to contact your PREVENT Safeguarding Officer so that you can obtain advice and guidance if needed.
- Know how to report a suspicion or allegation under the Safeguarding Procedure
- Be aware of the Code of Practice on Freedom of Speech which incorporates the University’s external speaker’s policy.

When and how do you refer?

Any suspicion or allegation of abuse must be reported to the relevant Deputy Safeguarding Officer immediately so that action can be taken to safeguard the student concerned.
If you have any concerns regarding the safety of a student but are uncertain how to act, you can contact the relevant Prevent Safeguarding Officer (or in their absence, the relevant Deputy Safeguarding Officer) for advice and guidance at any time. Their contacts are as follows:

**Students and Applicants**

- The University Safeguarding Officer is the Director of Student Based Services 01524 593457 / 07817 905412
- The Deputy Safeguarding Officer is the Head of Student Wellbeing Services 01524 593096 / 07891 899766
- The Prevent Safeguarding Officer is the [Emergency Planning and Risk Manager](#) 01524 592018 / 07891 342860

**Staff**

- The University Safeguarding Officer is the [Director of Human Resources](#) 01524 510646
- The Deputy Safeguarding Officer is the [Assistant Director of Human Resources (Operations)](#) 01524 595049
- The Prevent Safeguarding Officer is the [Emergency Planning and Risk Manager](#) 01524 592018 / 07891 342860

You will need to complete an incident report form and provide a copy of all records to the Prevent Safeguarding Officer.
Good practice for staff conduct when working with children and young People

The following good practice guidelines are for the protection of staff working with young people as well as for the protection, health and safety and well-being of all young people participating in activities with the University (excluding events open to the general public).

Staff should demonstrate exemplary behaviour in order to protect themselves from allegations of misconduct.

General

- Personal information and contact details for staff are not to be given out to young people at any time, e.g. personal telephone / mobile numbers, addresses, e-mail address. Equally, personal contact details for any young person participating in an activity must not be taken at any time (except by the designated co-ordinator / organiser for administrative purposes).
- Personal contact between staff and young people and vice versa can always and should always be made through the activity co-ordinator.
- During on campus residential, all residence bedrooms are the private space of the young person occupying them, although his/her friends may be invited in. Only enter a young person’s room if it is an emergency and always with another member of staff.
- A young person should never enter a staff residential bedroom. If difficulties are experienced in this matter, the activity Co-ordinator or Director must be informed immediately.
- As an adult working on the activity all staff are in a position of trust, and have a duty of care which prohibits entering any type of romantic connection or promotion of a romantic connection with a young person.
- Do not spend time alone with a child or young person. If you are in a situation where you are alone with a child or young person, make sure that you can be clearly observed or seen by others.
- Follow the activity risk assessment.

Protecting Young People:

- Take all issues seriously
- Listen carefully, but do not try to counsel the individual
- Be aware of particular individuals (e.g. those who are withdrawn)
- Report information with care and sensitivity
- Be willing to do the right thing
- Be informed about procedures
- Use discretion
- Maintain confidentiality

Protecting Staff:

- Think about all activities carefully
- Be aware that speech can be overheard
- Be careful with casual conversation about young people
• Be mindful of the interpretation of physical contact – it should be avoided
• Where contact is required e.g. when helping a disabled child, such contact is discussed with a parent/guardian and the form it takes is agreed in advance.
• Be mindful of the interpretation of verbal information – ensure it is not, nor could be interpreted as verbal abuse or as sexually or romantically provocative
• Never be alone with a young person
• Do not
  o allow yourself to be drawn into inappropriate attention-seeking behaviour /make suggestive or derogatory remarks or gestures in front of young people.
  o Engage in rough physical games, or those that could be considered as sexually provocative.
  o Go into a child’s or young person’s room unless absolutely necessary. (If it is necessary, two members of staff should enter, preferably a male and a female.)
  o Allow or engage in any form of inappropriate touching.
  o Allow children, young people or colleagues to use inappropriate language unchallenged.
  o Deliberately reduce a child or young person to tears as a form of control, belittle or demean a child or young person or use emotional abuse.
  o Allow allegations made by a child or young person to go unrecorded or not acted upon.
  o Invite or allow children or young people to stay with you at your home unsupervised.
  o Transport children or young people on your own in a vehicle except in emergency situations.
  o spend time alone with a child or young person. If you are in a situation where you are alone with a child or young person, make sure that you can be clearly observed or seen by others.

Promoting a positive environment

The following are common sense examples of how to create a positive culture and climate.

Good practice:
• treat all young people with respect.
• provide an example of good conduct that you wish others to follow.
• ensure that whenever possible there is more than one adult present during activities with young people, or at least that you are in sight or hearing of others.
• respect a young person’s right to personal privacy / encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
• remember that someone else might misinterpret your actions, no matter how well intentioned.
• be aware that any physical contact with a young person can be misinterpreted.
• recognise that special caution is required when discussing sensitive issues with young people.
• operate within the University’s principles and guidance and follow the Child Protection and Safeguarding Procedures in the event of any disclosure / concern.
• challenge unacceptable behaviour and report all allegations / suspicions of abuse.

Recognising abuse

Child Abuse: a term to describe a range of ways in which people, usually adults, harm children. Often the adult is a person who is known and trusted by the child. Child abuse is neglect, physical injury, sexual abuse or emotional abuse inflicted or knowingly not prevented, which causes significant harm or death.
NSPCC (1999)

Awareness of actual or likely occurrence of abuse
There are a number of ways in which abuse becomes apparent:
• A child discloses abuse.
• Someone else discloses that a child has told him/her or that he/she strongly believes a child has been or is being abused.
• A child may show signs of physical injury for which there appears to be no satisfactory explanation.
• A child’s behaviour may indicate that it is likely that he/she is being abused.
• A member of staff’s behaviour or the way in which he/she relates to a child, causes concern.

What to do upon suspicion or disclosure
There are some basic principles in reacting to suspicions, allegations, and/or disclosures.
• Listen carefully to what the young person is saying
• Take seriously what the young person is saying
• Write down as soon as possible exactly what the young person said
• Tell your designated CPO as soon as possible
• Make sure the child is safe i.e. supported
• Do tell the young person it is not their fault
• Do not panic
• Do not immediately rush off to find someone else to listen
• Do not promise to keep secrets
• Keep the young person fully informed of any action you are preparing to take
• Do not make judgements or say anything about the alleged abuser
• Ask questions for clarification only, and avoid asking questions that suggest a particular answer
• Do not discuss the situation with your colleagues.

Important Points to Remember
• Try not to display any sign of shock or disapproval when the young person is making a disclosure
• The young person may not regard the experience as either bad or painful, they may not feel guilty or angry
• Be aware of your own feelings which may be different from those of the young person
• Take care of yourself by making sure that you have an opportunity to discuss your feelings with someone at a later stage
• Do not destroy any evidence as it may be needed later
• Initial disclosure, even if later retracted, still must be referred

What to look for when identifying signs of abuse in Children/Young Adults

Signs of abuse may include (but are not limited to):

Physical abuse
  • Unexplained or non-accidental injury injuries or burns (see signs of injury diagram below)
  • Improbable excuses given to explain injuries
  • Refusal to discuss injuries
  • Injuries that are the shape of objects
  • Untreated injuries
  • Admission of punishment which appears excessive
  • Fear of parents being contacted
  • Withdrawal from physical contact
  • Arms and legs kept covered in hot weather or not wanting to change in front of others
  • Fear of returning home
  • Fear of medical help
  • Self-destruct tendencies
  • Aggression toward others
  • Running away
  • Inappropriate medication or over/under medication
  • Inappropriate administration of medication (method

Neglect
  • Constant hunger
  • Poor personal hygiene, check nails for cleanliness
  • Constant tiredness
  • Poor state of clothing, inadequate clothing, or inappropriate clothing
  • Emaciation, malnutrition
  • Rapid or continuous weight loss
  • Lack of necessary physical aids
  • Frequent lateness or non-attendance at school, appointments, or day services
  • Untreated medical problems
  • Destructive tendencies
  • Low self esteem
• Neurotic behaviour
• No social relationships
• Running away
• Compulsive stealing or scavenging
• Home alone/lack of supervision
• Evidence of threats or fear of an authority figure (including carers) negating independent wishes of the individual
• Evidence of denial of privacy or choice
• Evidence of deprivation of social contact
• Inability to talk openly
• Unusual behaviour, anger, upset or unexpected actions such as rocking etc.

**Sexual abuse**

• Sudden changes in behaviour or academic performance
• Displays of affection in a sexual way inappropriate to age
• Sexually explicit drawings or pictures
• Tendency to cling or need constant reassurance
• Regression to younger behaviour
• Complaints of genital itching or pain
• Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
• Unexplained gifts or money
• Depression and withdrawal
• Apparent secrecy, Fear of undressing for PE
• Wetting day or night, Sleep disturbances or nightmares
• Chronic illness especially throat infections and STIs
• Anorexia or bulimia
• Self-harming, attempted suicide, frequently running away
• Unexplained pregnancy

**Emotional abuse**

• Physical, mental and emotional development delay
• Admission of punishment which appears excessive
• Over-reaction to mistakes
• Continual self-deprecation
• Sudden speech disorders
• Fear of new situations
• Inappropriate emotional responses to painful situations
• Neurotic behaviour (rocking; hair twisting; thumb-sucking)
• Self-mutilation
• Urinary or faecal incontinence
• Fear of parents being contacted
• Difficulty in gaining access to the individual on their own
• Communication or phrases that sound like what the suspected perpetrator would say or language that is out of character or age inappropriate for the person
• Deference or submission to the suspected perpetrator
• Extremes of passivity or aggression
• Drug/solvent abuse/alcohol
• Running away
• Compulsive stealing, scavenging

Financial abuse
• Change in spending patterns
• Unpaid bills or increasing debt
• Compulsive stealing, scavenging
• No money for food, clothing, or medication
• Unexplained withdrawal of money or unusual or inappropriate financial transactions
• Family member or representative refuses to spend money on the person's behalf
• Possessions disappear or sudden loss of assets
• Visitors whose visits always coincide the day a person’s benefits are received

Discriminatory abuse
• A person becomes overly concerned about gender, race, ethnicity, sexual preference, religion, age, health or disability of themselves or other people
• A person starts to try to be like others
• A person is forced to dress differently
• Discriminatory abuse may take the form of any other type of abuse

What to look for when identifying signs of abuse in Adults

Signs of abuse may include (but are not limited to):

Physical abuse
• observed or reported ill-treatment of an adult, which may or may not cause physical injury. Evidence of:
  o hitting, slapping, pushing, kicking, inappropriate restraint, withholding or misuse of medication, squeezing or biting.

• actions which are motivated by prejudice and/or discrimination e.g. racial, homophobic or religiously motivated attacks.
• a requirement for someone to work in an unsafe environment can be construed as physical abuse.
• physical injuries, dehydration, poor skin condition or skin hygiene, untreated injuries of differing ages, weight loss;
• inappropriate use of medication, overdosing or under dosing;
• inappropriate use of alcohol or drugs

Neglect
• use of threats or fear or the power of the carer’s or other adult’s position to negate the vulnerable person’s independent wishes. Such behaviour can create very real
• emotional or psychological stress;
• bullying, sexual and racial harassment;
• denial of privacy or choice;
• denial of dignity;
• deprivation of social contact or deliberate isolation
• making someone feel worthless;
• threats, verbal abuse, humiliation, blaming, controlling, pressurizing, coercion, fear or
• ignoring the person;
• public or unreasonable criticism;
• ignoring a person’s wishes or point of view;
• setting unreasonable targets;
• removing areas of responsibility;
• undervaluing a person’s efforts;
• harassment in the form of name calling, victimization and ostracism, unwanted
• sexual attention, stalking, compromising invitations or gifts, the display of images that are racially or sexually offensive,
• the suggestion that sexual favours might further their educational or promotion prospects

Sexual abuse
• A sexual act carried out without the informed consent of the other individual is abuse. Such behaviour includes contact and non-contact abuse.
• No one should enter into a sexual relationship with someone for whom they have professional responsibility within the University or hold a position of trust (this includes all staff).
• Non-contact abuse may include sexual remarks and suggestions, introduction to indecent material, indecent exposure.
• Contact abuse may include rape, indecent assault, being forced to touch another person, sexual intercourse or being pressurized into consenting to sexual acts or watching sexual materials/acts.

Emotional abuse
• Physical, mental and emotional development delay
• Admission of punishment which appears excessive
• Over-reaction to mistakes
• Continual self-deprecation
• Sudden speech disorders
• Fear of new situations
• Inappropriate emotional responses to painful situations
• Neurotic behaviour (rocking; hair twisting; thumb-sucking)
• Self-mutilation
• Urinary or faecal incontinence
• Fear of parents being contacted
• Difficulty in gaining access to the individual on their own
• Communication or phrases that sound like what the suspected perpetrator would say or language that is out of character or age inappropriate for the person
• Deference or submission to the suspected perpetrator
• Extremes of passivity or aggression
• Drug/solvent abuse/alcohol
• Running away
• Compulsive stealing, scavenging

**Financial abuse**

- signatures on cheques etc. that do not resemble the adult’s signature or which are signed when the adult cannot write;
- any sudden changes in bank accounts including unexplained withdrawals of large sums of money;
- students who have educational funding and/or grants to support their education but who have insufficient money for travel, food and necessities;
- the inclusion of additional names on an adult’s bank account;
- abrupt changes to or creation of wills;
- the sudden appearance of previously uninvolved relatives claiming their rights to a vulnerable person’s affairs or possessions;
- the unexplained sudden transfer of assets to a family member or someone outside the family;
- numerous unpaid bills, overdue accommodation payments, when someone is supposed to be paying the bills for the vulnerable person;
- unusual concern from someone that an excessive amount of money is being expended on the care of the vulnerable person;
- lack of amenities, such as study equipment, personal grooming items, appropriate clothing, that the vulnerable person should be able to afford;
- the unexplained disappearance of funds or valuable possessions such as art, mobiles, laptops or jewellery;
- deliberate isolation of a vulnerable person from friends and family resulting in the caregiver alone having total control

**Discriminatory abuse**

- A person becomes overly concerned about gender, race, ethnicity, sexual preference, religion, age, health or disability of themselves or other people
- A person starts to try to be like others
- A person is forced to dress differently
- Discriminatory abuse may take the form of any other type of abuse
Safeguarding Incident Report Form

1: Your details

Name:

Position:

Telephone:

Email:

2. Details of Person Affected

Name of person:

Address:

Telephone:

Email:

3. Details of incident:
   Please be specific and give dates/times etc.
4. Are you reporting your own concerns or passing on those of someone else?
   Give details:

5. What actions have been taken so far?

6. Are there any Witnesses/potential witnesses?
   Please provide information on what was witnessed and contact details

Signature:  Date: