

RSA and RSA Academies Joint Safeguarding policy

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1 Introduction

1.1 Purpose

- 1.1.1 The RSA and RSA Academies (RSAA) are separate charities with separate Trustee Board. They have a moral and legal obligation to create a safe place for all the children, young people and vulnerable adults who visit RSA House, attend RSAA schools, or engage in activities commissioned or otherwise provided by the RSA or RSAA. In particular, the RSA and RSAA are both committed to promoting an inclusive and supportive environment for all children, young people and vulnerable adults with whom they engage.
- 1.1.2 The aim of this policy is to promote good practice, so that all RSA and RSAA staff, Fellows and volunteers can provide children, young people and vulnerable adults with appropriate safety and protection.
- 1.1.3 In recognising the different needs of vulnerable persons the RSA and RSAA actively seeks to meet needs identified to us by children, young people and vulnerable adults, parents/carers and/or teachers. Should any member of staff, Fellow or volunteer have any questions about this policy, they should be referred to the Designated Safeguarding Lead for the RSA or RSAA, as applicable.

1.2 Scope

- 1.2.1 This policy applies to:
- All employees, contractors and volunteers working for the RSA or RSAA.
 - Those staff employed by the RSA and seconded to RSAA
 - All RSA Fellows engaged in activities commissioned, sponsored or otherwise provided by the RSA and/or RSAA
- 1.2.2 Although this policy does not form part of your contract of employment, it reflects the standards of professional behaviour we expect from our staff, and therefore serious breaches of this policy may constitute grounds for disciplinary action under the Conduct policy.

1.3 Definitions of key terms

- 1.3.1 *Child* is defined as anyone under the age of 18 (Children's Act 1989).
- 1.1.1 *Vulnerable Adult* is defined as anyone over the age of 18 who is, or may be, unable to take care of themselves against significant harm or exploitation, whether due to age, physical or mental disability, age or illness

1.1.2 *Abuse and neglect* are defined as forms of maltreatment of a child or vulnerable adult; somebody may commit abuse or neglect by inflicting harm, or by failing to prevent harm. Children or vulnerable adults may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. The RSA defines five categories of abuse / neglect. Formal definitions are provided in Appendix 1. These are abridged definitions:

- *Physical abuse* – including hitting, shaking, throwing, poisoning, burning or otherwise causing physical harm
 - *Emotional or psychological abuse* – including conveying to children or vulnerable adults they are worthless, imposing inappropriate expectations, intimidating, harassing, humiliating .
 - *Sexual abuse* and sexual exploitation – including forcing or coercing a child or vulnerable adult to take part in sexual activities, indecent exposure, exposure to pornographic material, inappropriate touching.
 - *Neglect* – the persistent failure to meet basic physical and / or psychological needs.
 - *Radicalisation* – the process by which people come to support extremism and terrorism and, in some cases, to then participate in terrorist activity.
- Financial* - elderly vulnerable adults can be at risk of Financial Abuse, which involves stealing or defrauding someone of goods and/or property.

1.1.3 *Safeguarding* is defined as the process of protecting children and vulnerable adults from abuse or neglect, preventing impairment of their health and development, and ensuring children are growing up in circumstances consistent with the provision of safe and effective care that enables them to have optimum life chances.

2 Policy statement

2.1 All adults who come into contact with children, young people or vulnerable adults in their work have a duty of care to safeguard and promote their welfare.

2.2 The RSA and RSAA are committed to taking all reasonable steps to protect children, young people and vulnerable adults from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings.

2.3 Children, young people or vulnerable adults will not receive any less favourable treatment on the grounds of age; disability; gender reassignment; marriage and civil

partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation, and will not be disadvantaged by conditions or requirements which cannot be shown to be justifiable.

- 2.4 All suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately
- 2.5 All RSA and RSAA employees and/or volunteers who work with children, young people or vulnerable adults will be recruited with regard to their suitability for that responsibility, vetted in accordance with legal requirements and provided with guidance and/or training in good practice and safeguarding procedures.
- 2.6 All those who come within the remit of this policy are expected to be aware of the provisions of the DfE document *Keeping Children Safe in Education* (2018) and to comply with the statutory guidance within it
- 2.7 Working in partnership with parents, teachers and other professionals acting in loco parentis or key worker capacity is essential for the protection of children, young people and vulnerable adults. Where appropriate, the RSA or RSAA may carry out checks for Teacher Prohibition Orders.
- 2.8 Any RSA and RSAA employees, volunteers, contractors and Fellows working directly with individual **RSAA schools** will be expected to conform and operate under the school's safeguarding policy and procedures.

3 Roles and responsibilities

- 3.1 The **Designated Safeguarding Lead (RSA)** is responsible for the operation of safeguarding practices and procedures under this policy, in relation to activities undertaken by the RSA, and is accountable to the **RSA Board of Trustees**, through the line management of the RSA Chief Executive
- 3.2 The **Designated Safeguarding Lead (RSAA)** is responsible for the operation of safeguarding practices and procedures under this policy, in relation to activities undertaken by RSAA or at RSAA schools on its behalf, and is accountable to the **RSAA Board of Trustees**, through the line management of the RSAA Executive Director.
- 3.3 Any allegations of inappropriate behaviour (e.g. breach of the Safeguarding Code of Conduct) by staff, contractors, volunteers or visitors must be reported by line managers

to the Designated Safeguarding Lead, who will liaise with the Police and Social Services as necessary. In these circumstances, the role of the Designated Safeguarding Lead is to:

- Assess information promptly and carefully, clarifying or obtaining more information about the matter as appropriate.
- Consult initially with the HR team, the local Police, the school's Designated Safeguarding Lead, and where appropriate, other statutory bodies.
- Make a formal referral if required to a statutory child protection agency or the Police.

3.4 **All staff, contractors, volunteers and Fellows** have a responsibility to maintain appropriate standards of behaviour and to report lapses in these standards by others. Any concerns or reasonable suspicions of abuse should be reported immediately to your line manager or if not available, a Designated Safeguarding Lead. Any safeguarding concerns that are raised should be documented as soon as possible afterwards using the Safeguarding Incident Report Form (Appendix 2).

3.5 **Line managers** will be responsible for ensuring that staff who raise a concern are provided with the necessary support and complete all required documentation (e.g. Safeguarding Incident Report Form). Serious concerns involving the conduct of a member of staff, volunteer or contractor must be referred immediately to HR.

3.6 The **Human Resources (HR) team** will be responsible for implementing procedures relating to selection, vetting, training and induction, and for advising on any disciplinary action required for the RSA and supporting and advising the RSAA. HR will also be responsible for undertaking any investigation required liaising with the Designated Safeguarding Leader for each organisation as relevant.

3.7 It is not the role of people working at or for the RSA or RSAA to decide whether a child/vulnerable adult has been abused or not; this is the task of the **Social Services Department** which has this legal responsibility (in case of children), or of the Police. The Designated Safeguarding Lead will pass information on to the relevant authorities who have the necessary expertise to make the required decisions about the action required

4 Safeguarding Code of Conduct

All RSA and RSAA employees, contractors, volunteers and Fellows should adhere to the following principles:

- 4.1 Always put the welfare of the child first.
- 4.2 Act professionally in all matters.

- 4.3 Treat all children, young people and vulnerable adults equally and with respect and dignity.
- 4.4 Always engage with children, young people and vulnerable adults in an open environment i.e. avoiding private or unobserved situations. Avoid spending time alone with children away from others, or being unescorted in a school environment. In situations where this cannot be avoided, make yourself as visible as possible (e.g. do not have your back to others, leave a door open).
- 4.5 Avoid unnecessary physical contact with children, young people and vulnerable adults. Where any form of manual or physical support is required it should be provided openly and with the consent of the recipient and with prior consultation with parent/carer where applicable.
- 4.6 Keep a written record of any injury that occurs, along with details of any treatment given in the Accident Book.
- 4.7 Always be an excellent role model to children; provide an example of good conduct: e.g. being mindful of language used; adhering to a school's rules when working in schools; dressing appropriately for the activity being delivered; clearing away rubbish or left-over materials at the end of a workshop.
- 4.8 Be sensitive in your communication with children, young people and vulnerable adults so that you avoid over-familiarity. Avoid private communication with children, young people and vulnerable adults, whether in person or online (see section 6 for guidance on social media use). Phone calls should always be from RSA lines/mobiles and never from personal mobiles.
- 4.9 Always conduct a risk assessment before the start of any workshop or activity. Templates are available from the intranet.
- 4.10 Ensure that teachers accompanying school groups at RSA House are with their students at all times during their visit, including both in sessions and during breaks. Report any teacher absence to the Designated Safeguarding Lead.
- 4.11 Bar and Front of House staff should ask for proof of age for anyone engaging in age-restricted activity, i.e. the sale and consumption of alcohol.

- 4.12 If a child, young person or vulnerable adult appears distressed, approach and ask if you can help. Seek assistance from colleagues or supervisors in order to minimise the amount of time you are alone with the person.
- 4.13 Be aware of appearances and avoid any situations which might appear compromising.
- 4.14 Do not allow or engage in any inappropriate behaviour. Inappropriate behaviours include:
- Intimate or inappropriate touching of any form.
 - Rough, physical or sexually provocative games, including horseplay.
 - Drinking alcohol or smoking during or on the way to/from any activity involving children.
 - Making sexually suggestive comments to a child, even in fun.
 - Physically restraining a child.
- 4.15 Be aware of the possible risks and question situations that you find suspicious. Report any allegation (even if this is just a suspicion) of abuse or inappropriate conduct immediately to your line manager and/or a Designated Safeguarding Lead.
- 4.16 Actively contribute to an organisational culture where inappropriate behaviour is not tolerated.

5 Photography and Filming

- 5.1 Unless express permission is included on the partner organisation's relevant form, the RSA and RSAA requires parent/carer/ teacher or individuals to complete a Photographic Release Form (see Appendix 3) before taking photographs or video footage. The consent is for the full use of the material by the RSA or RSAA in any form and in any medium, which reasonably promotes or advertises the aims of the RSA or the RSAA. This will include RSA or RSAA approved organisations, press and commercial educational/funding magazines. The photography/video footage will not be used for any other means.
- 5.2 It is the responsibility of the Facilitator to ensure participants, observers or audiences do not use mobile phones to take photos unless previous consent has been given.
- 5.3 Digital photographs of children, young people and vulnerable adults will be stored in a password protected and/or restricted-access folder. Any prints or CD/DVDs will be stored in a locked filing cabinet, which is the responsibility of the Designated Safeguarding Lead.

6 Social Media

- 6.1 The RSA and RSAA recognise the important role that social networking websites play in the ways in which people communicate and the effectiveness of these groups to support group endeavours, and the potential safeguarding issues social networking brings, therefore we recommend a set of principles for social media use.
- 6.2 All social networking sites have the potential to allow workers to communicate with children, young people and vulnerable adults on a one to one basis. Any one-to-one communication using a social networking site must be kept in the public eye to safeguard children, young people and vulnerable adults and workers.
- 6.3 If a social media profile or group is set up in the name of the RSA or RSAA, it is essential that a member of staff becomes a member of it and oversees the content and activity. The staff member should monitor conversations, images and other activity of members of the group and challenge, educate or intervene as necessary. The staff member should also educate members of the group about online safety, including how to customise privacy settings. (For information and resources see <http://www.thinkuknow.co.uk>)
- 6.4 Any communication using social media should be kept public or kept logged. Incoming and outgoing messages should be saved and kept, and instant messaging / live chat must not be used at any time to communicate with young people.
- 6.5 Staff must not publish images of children or vulnerable adults unless consent has been given in writing by parent/carer/teacher/individual, using a Photographic Release Form (Appendix 3) and images are consistent with the purposes and values of the organisation.
- 6.6 Staff should maintain clear boundaries between their personal and professional lives by customising their social media privacy settings and avoiding inappropriate personal information becoming visible.

7 Responding to Safeguarding concerns and allegations

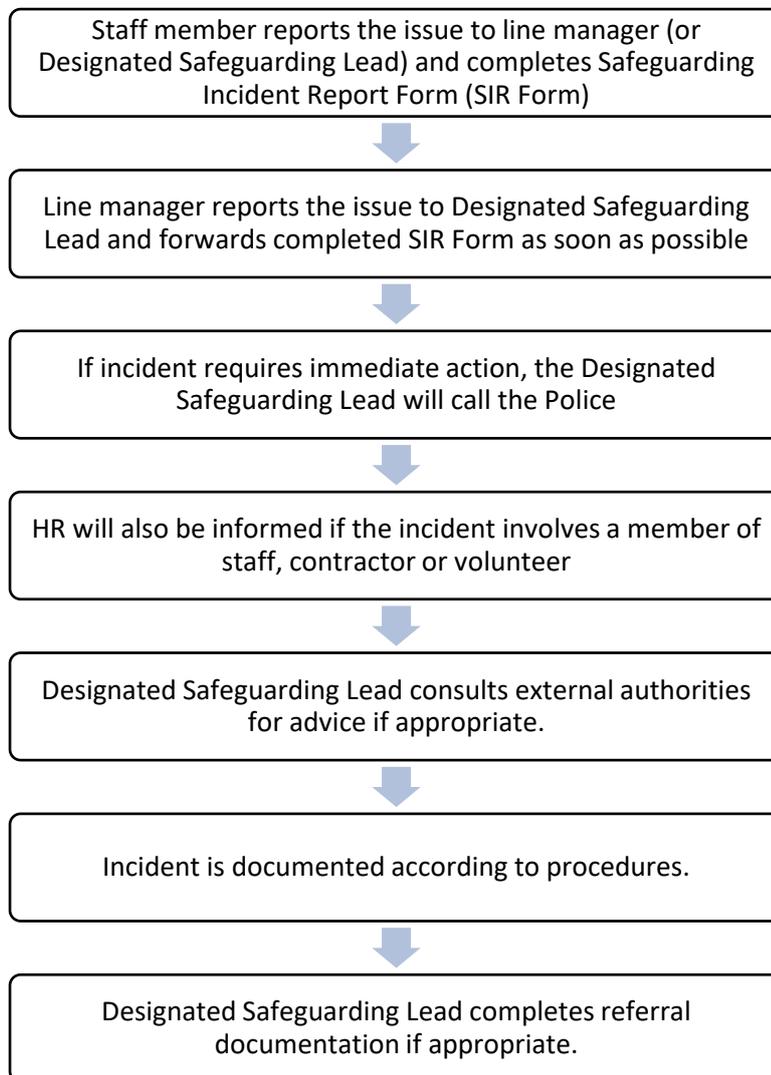
7.1 Reporting the concern

- 7.1.1 It is vital that anyone who suspects that a child, young person or vulnerable adult is at risk of harm or abuse takes personal responsibility to act. It is not the responsibility of anyone working at or with the RSA and/or RSAA in a paid or unpaid capacity to decide whether or not child abuse has taken place. However there is a legal obligation to

report any concerns so that the necessary action may be taken to protect the child, young person or vulnerable adult.

- 7.1.2 This applies both to allegations/concerns of abuse occurring at the RSA/ RSAA (whether by staff, Fellows, volunteers or members of the public) and to disclosure or concerns that abuse is taking place elsewhere.
- 7.1.3 If any member of staff has concerns about another staff member at the RSA or about safeguarding practices at the RSA, they must report their concerns to the Chief Operating Officer.
- 7.1.4 If any member of staff has concerns about another staff member at RSAA or about safeguarding practices at RSAA, they must report their concerns to the RSA Academies Chief Executive unless concerns concern that individual in which circumstances they should contact the Chair of the RSAA Trustee Board.
- 7.1.5 If a child, young person or vulnerable adult discloses abuse:
- Ensure the welfare of the child / young person or vulnerable adult.
 - Check your understanding of the situation, without being investigative.
 - Explain that you have a responsibility to report what the child / young person or vulnerable adult has said to someone else.
 - Report the matter as soon as possible to your line manager and/or the Designated Safeguarding Lead.
 - Record all the details on the child/young person/vulnerable adult safeguarding incident report form (see Appendix 2).

7.1.6 The reporting process for observed, reported or suspected safeguarding concerns is explained in the following flow chart.



7.2 How the RSA and RSAA will respond

7.2.1 If the allegation concerns a visitor or member of the public, the Designated Safeguarding Lead should consider whether there are reasonable grounds for excluding them from the site until an appropriate investigation can be carried out, consulting with the school's Designated Safeguarding Lead where appropriate. In some cases the immediate involvement of the Police may be appropriate.

7.2.2 If the allegation concerns another member of staff, contractor or volunteer, the individual must raise this matter with his / her line manager or consult HR in confidence. The RSA's Chief Operating Officer or RSAA Executive Director will make an immediate decision

about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries. If a formal investigation is deemed necessary then this will be carried out by the HR team in accordance with the Conduct policy and procedures. Depending on the nature of the allegation, the Designated Safeguarding Lead may be required to involve the appropriate authorities, including the Police.

- 7.2.3 If the allegation concerns a third party (e.g. home/school), the Designated Safeguarding Lead will pass to the Designated Safeguarding Lead of the school and then follow up to ascertain final outcome.
- 7.2.4 The Chair of the relevant Board would be notified, as well as relevant funders.
- 7.2.5 Irrespective of the findings of the social services or police inquiries the Chief Operating Officer or RSAA Executive Director alongside the RSA Head of HR (with reference to the relevant Board Chair) will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision; especially where there is insufficient evidence to uphold any action by the police. In such cases the Chief Operating Officer/ RSAA Executive Director and Head of HR must reach a decision based upon the available information. Suspensions will be upheld if, on the balance of probability, it is more likely than not that the allegation is true. Whilst proper procedures must be maintained, the welfare of the child should remain of paramount importance throughout.

8 Vetting and training

8.1 Introduction

- 8.1.1 It is important that all reasonable steps are taken to prevent unsuitable people from working with children, young people or vulnerable adults. This applies equally to paid staff and volunteers, both full and part time. To ensure unsuitable people are prevented from working with children, young people or vulnerable adults the following steps should be taken.
- 8.1.2 The RSA and RSAA will apply appropriate vetting and provide training to RSA and RSAA employees working with RSAA schools, or on projects which involve contact with children, young people or vulnerable adults.
- 8.1.3 If RSAA engages any RSA Fellow, volunteer or freelance contractor in projects or activities which involve contact with children, whether or not following introduction by

the RSA, the Executive Director of RSAA will be responsible for implementing appropriate safeguarding vetting and training.

- 8.1.4 If an RSAA School engages any RSA Fellow, volunteer or freelance contractor in projects or activities which involve contact with children, whether or not following introduction by the RSA, the school's Governors will be responsible for implementing appropriate safeguarding vetting and training, in line with school policy.
- 8.1.5 Safeguarding awareness training will also be provided to RSA Trustee Board and RSAA Board members.

8.2 Referencing and criminal record checks

- 8.2.1 The RSA will conduct Enhanced Disclosure & Barring Service (DBS) checks on RSA employees who are likely to have direct and regular contact with children, young people or vulnerable adults. The cost of DBS checking will be covered by the RSA. This is not required if the employee is subscribed to the DBS Update Service.
- 8.2.2 The RSAA will conduct Enhanced Disclosure & Barring Service (DBS) checks on RSAA employees who are likely to have direct and regular (once a week or more in a 30 day period) contact with young people. The cost of DBS checking will be covered by the RSAA. This is not required if the employee is subscribed to the Update Service.
- 8.2.3 Where RSAA uses seconded staff from RSA the Designated Safeguarding Lead for the RSAA shall ensure the RSA has completed the relevant checks above and works the RSA Designated Safeguarding Lead to ensure they are on file.
- 8.2.4 All freelance workers employed by the RSA who are likely to have direct and regular contact with young people must have an Enhanced DBS certificate conducted prior to commencing employment and/or be registered on the DBS Update service, which allows employers to check certificates online. If an individual freelancer has worked for, and been DBS-checked by, the RSA or RSAA within the previous 12 months, it may not be necessary to carry out a new check.
- 8.2.5 Freelancers will be engaged subject to what is recorded on their DBS certificate and their suitability of working with young people. In cases where a DBS certificate contains information, this decision will be made by the Safeguarding Lead in conjunction with the hiring manager, and where relevant in accordance with the policy of the school or partner organisation.

8.2.6 Certificates will be checked by the Designated Safeguarding Lead who will record the name, Disclosure number and processing date. These details will be kept in a password secure document. Two confidential references should be obtained. For staff working with children through their employment at the RSA or RSAA. Where possible, at least one of these must relate to previous work with children.

8.2.7 Identity will be verified by government-issued photo identification (e.g. passport or driving licence photocard). A worker for RSA or RSAA without a DBS check may lead a workshop only if they are supervised by a DBS-checked member of staff.

8.3 Training for RSA and RSAA staff

8.3.1 Staff and volunteers in relevant (e.g. public-facing) roles will be provided with safeguarding awareness training to cover:

- Being alert to the possibility of abuse and neglect, i.e. the definition, prevalence, identifying features in a child or adult, legal parameters and social consequences.
- Having enough knowledge to recognise an abusive or potentially abusive event or set of circumstances.
- Knowing the safeguarding policies and procedures for partner organisations.
- Knowing who in the organisation to raise your concerns with.
- Being competent in taking the appropriate immediate or emergency action.

8.3.2 For RSA and RSAA staff working directly with children, the following must be delivered by fully accredited trainers:

- Designated Safeguarding Lead must complete Level 3 Safeguarding at least every two years.
- RSA and RSAA staff working with or programming work for children, young people or vulnerable adults must complete Level 1&2 Safeguarding training at least every two years.
- Freelance practitioners and volunteers leading regular activity (defined as once a week or more in a 30 day period) should have evidence of having completed at least Level 1 training in the previous 2 years.

9 Further information

9.1 Criminal records checks and employing people with criminal records policy.

9.2 If you have questions or require further guidance, please contact HR.

Appendix 1 – Definitions of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness (previously known as Munchausen Syndrome by Proxy). An important indicator of abuse is where bruises or injuries are unexplained or the explanation does not fit the injury.

Female Genital Mutilation (FGM) is a form of physical abuse. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

Emotional or psychological abuse

Emotional abuse of a child is the persistent emotional ill treatment such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may involve seeing or hearing the ill treatment of others. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Older adults can be vulnerable to psychological abuse, which usually involves identifying something – a person or an object – that matters to an older person and then threatening to endanger it unless the older person complies with demands. The most common examples are threatening access to grandchildren (if someone lives at home) or denying access to family visits (if someone lives in a residential home). It is rare for psychological abuse to happen in isolation and often it is linked to financial abuse. Other terms for psychological abuse would be coercion or intimidation, and these are usually crimes. Psychological abuse can have a profound impact on someone's mental health; they can feel trapped, threatened, humiliated, used, or a combination of all these.

Sexual abuse

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, including prostitution whether or not the individual is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving individuals in looking at pornographic material or watching sexual activities, or encouraging individuals to behave in sexually inappropriate ways.

Sexual exploitation involves exploitative situations, contexts and relationships where individuals receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The sexual abuse of older people is a subject that is rarely discussed, but is nevertheless a reality. In some cases it is the result of opportunism, in some cases it is planned.

Neglect

Child neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs. Vulnerable adults can also be the victims of neglect, especially if they have care needs.

Bullying

Bullying may come from another child, young person or an adult. It can be defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.

There are four main types of bullying, which may happen in face-to-face contexts or remotely, e.g. via social media.

- Physical (e.g. hitting, kicking, slapping)
- Verbal (e.g. racist or homophobic remarks, name-calling, graffiti, threats, abusive text messages)
- Emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group),
- Sexual (e.g. unwanted physical contact or abusive comments).

Please note that some of the above may be deemed a crime and warrant investigation by the Police.

For the purposes of this policy, the RSA and RSAA view bullying as a form of abuse.

Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. The accepted UK Governmental definition of extremism is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas'.

Financial abuse

Elderly vulnerable adults can be at risk of Financial Abuse, which involves stealing or defrauding someone of goods and/or property. It is always a crime but is not always prosecuted. Sometime the issue is straightforward, for example a careworker stealing from an older person's purse, but at other times it is more difficult to address. This is because very often the perpetrator can be someone's son or daughter, or age prejudice means that other people assume it is not happening or that the older person is to blame.

Appendix 2 – Safeguarding Incident Report Form

To be filled out by the person reporting the concern. Please fill out all the information that is known.

Name of child or vulnerable adult	
Age and D.O.B (if known)	
Name of parent or carer	
Home address	
Venue this incident took place	
Exact location where incident took place	

Description of what has prompted concerns (please include details of any specific incident, dates, times etc.) and describe any physical or behavioural indicators which have been observed	
Have you or anyone else spoken with the child / vulnerable adult and if so what was discussed?	
Have you or anyone else spoken with the parents / carers / or other adult and if so what was said?	
Reported to	
Date and time reported	

Your name and position	
Signature	
Date	

This section to be completed by the Designated Safeguarding Lead

Details of any further action taken

Appendix 3 – Photographic Release Forms

Photographic Release for Minors (under 18)

The Royal Society for the Encouragement of the Arts, Manufactures and Commerce (RSA) / RSA Academies (RSAA) has my permission to use my or my child's photograph publicly to promote the activities of the organisation. I understand that the images may be used in print publications, online publications, presentations, websites, and social media. I also understand that no royalty, fee or other compensation shall become payable to me by reason of such use.

Name of Parent/Guardian	
Signed	
Date	
Child's name	
Phone number	

Photographic Release for Adults

The Royal Society for the Encouragement of the Arts, Manufactures and Commerce (RSA) / RSA Academies (RSAA) has my permission to use my photograph publicly to promote the activities of the organisation. I understand that the images may be used in print publications, online publications, presentations, websites, and social media. I also understand that no royalty, fee or other compensation shall become payable to me by reason of such use.

Name	
Signed	
Date	
Child's name	
Phone number	

You have the right to withdraw your consent at any time. If you wish to withdraw your consent, please contact HR.

Appendix 4 – Additional information and guidance

Government information and guidance on safeguarding issues

For advice and guidance on any issues relating to this policy, please visit

<https://www.westminster.gov.uk/safeguarding-children>

Key legislation and government guidance, including detail on the procedures for reporting and following up concerns may be found online in the following locations:

Working Together to Safeguard Children (statutory guidance)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (statutory guidance)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Key contacts

Concerns about the welfare of a child or vulnerable adult may be reported via the following routes:

Westminster Children's Social Care

Tel: 020 7641 4000 (9am - 5pm)

Email: acesstochildrenservices@westminster.gov.uk

Charing Cross Police Station

Agar Street, WC2N 4JP

Tel: 020 8721 2415

NSPCC

Tel: 0808 800 5000 (24 hours)

Action on Elder Abuse

Tel: 080 8808 8141

Email: enquiries@elderabuse.org.uk

Website: <http://elderabuse.org.uk/>

If a child or vulnerable adult is in immediate danger, call 999 Emergency Services.