

# Safeguarding



## Welcome to the Safeguarding Training.

This tutorial will cover areas specifically related to safeguarding in higher education. You are required to complete each section in turn. Once you have worked through all the sections you can complete a short Moodle quiz designed to test your knowledge of safeguarding and to earn a LEAP Online digital badge.

### OVERVIEW

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- ☰ **What is safeguarding?**

- ☰ **Legislation**

### WHO IS RESPONSIBLE FOR SAFEGUARDING?

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- ☰ **University Staff and Students**

### SAFEGUARDING ADULTS AT RISK

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- ☰ **Who is Considered an Adult at Risk?**

- ☰ **Safeguarding Adults at Risk**

### SAFEGUARDING CHILDREN

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- ☰ **Who is Considered a Child?**



## **Safeguarding Children - Abuse**

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### **REPORTING CONCERNS**



#### **How Do I Report a Safeguarding Concern?**

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### **DEALING WITH ALLEGATIONS**



#### **How Do I Respond To An Allegation?**

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### **WHAT HAPPENS NEXT?**



#### **After You Report a Concern**

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### **AND FINALLY**



#### **Key Take Away**

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### **KEY CONTACT INFORMATION**



#### **Further Help and Guidance**



#### **Reference List**

# What is safeguarding?

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## Task

Pause here for a moment and ask yourself what safeguarding means to you.

Select 'Continue' when ready.

**CONTINUE**

Did you think of phrases, such as "to keep people safe" or "protection of people"? If you did, then well done - you're on the right track.

According to the university's latest Safeguarding Policy and Procedure, Safeguarding is the protection of people from harm. It includes the protection of children and adults at risk of harm and the prevention of those who are deemed unsuitable to work with them from doing so.

**CONTINUE - Legislation**

# Legislation

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The University of Greater Manchester has a zero-tolerance approach to any forms of potentially harmful behaviour. The latest version of the Safeguarding Policy and Procedures for this academic year is available in the [Student Policy Zone](#). This policy takes into consideration other relevant safeguarding legislation, including:

- Children Act (1989 and 2004) and relevant guidance
- 'Keeping Children Safe in Education', September (2023)

- The DfE revised Statutory Framework for Early Years Foundation Stage (2024)
- Working Together to Safeguard Children (2024)
- The Care Act (2014)
- Safeguarding Vulnerable Group Act (2006) (SVGA 2006)
- Prevent Duty under the Counter-Terrorism and Security Act 2015
- Domestic Abuse Act 2021



Details of all these policies can be found under 'Further Help and Guidance' section of this tutorial.

**CONTINUE - University Staff and Students**

## University Staff and Students

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The University of Greater Manchester takes safeguarding seriously and staff undertake regular training to help minimise the risk to children and adults at risk. However, safeguarding is everyone's responsibility, including yours!

If you're a student that attends a placement, such as a trainee teacher, apprentice, sports student, health and social care student, psychology or nursing student you may have contact with people under 18 years old or adults at risk.

**CONTINUE - Who is Considered an Adult at Risk?**

## Who is Considered an Adult at Risk?

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"Adult at risk" (previously "Vulnerable adult") - means a person aged 18 or over whose ability to protect himself or herself from violence, abuse or neglect is significantly impaired through physical or mental disability or illness, through old age or otherwise and to whom a "regulated activity relating to vulnerable adults" is provided. It's not always easy to identify an adult at risk. Therefore, if you have concerns, you should always raise these with the Designated

Safeguarding Champion ("DSC"), which we'll look at later on in this tutorial.

**CONTINUE - Safeguarding Adults at Risk**

## Safeguarding Adults at Risk

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This section aims to provide guidance on the types of harm people need to be safeguarded from. This is not an exhaustive list; if you have concerns you should always raise these. There are 11 categories of abuse, which are relevant for the purpose of adults at risk. These are:

## **Physical Abuse (may involve)** —

- Assault
- Hitting
- Punching
- Slapping
- Kicking
- Throwing
- Pinching
- Biting
- Choking
- Hair-pulling
- Burning with cigarettes, scalding water or other hot objects
- Severe physical punishment
- Making someone purposefully uncomfortable
- Involuntary isolation or confinement
- Misuse of medication
- Forcible feeding or withholding food
- Unauthorised restraint

## **Domestic Violence (may involve)** —

- Psychological
- Physical

- Sexual
- Financial
- Emotional

The university's latest Safeguarding Policy and Procedure provides, the Domestic Abuse Act 2021 sets out two criteria governing the relationship between the abuser and the abused. The first criteria states that both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over. The second criteria states that both persons must be "personally connected". The definition ensures that different types of relationships are captured, including ex-partners and family members. It also includes so called 'honour' - based violence, female genital mutilation and forced marriage.

Coercive or controlling behaviour is a core part of domestic abuse. Coercive behaviour can include:

- (i) acts of assault, threats, humiliation and intimidation;
- (ii) harming, punishing, or frightening the person;
- (iii) isolating the person from sources of support;
- (iv) exploitation of resources or money;
- (v) preventing the person from escaping abuse;
- (vi) regulating everyday behaviour

### **Sexual Abuse (may involve)**

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- Rape (attempted or sexual assault)
- Inappropriate touching (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 teaching or innuendo or sexual harassment
- Sexual photography or forced use of pornography or witnessing of sexual acts
- Indecent exposure

## **Psychological or Emotional Abuse (may involve)**

- 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

## **Financial or Material Abuse (may involve)**

- 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

### **Modern Slavery (may involve)** —

- Human trafficking
- Forced labour
- Domestic servitude
- Sexual exploitation (such as escort work, prostitution and pornography)
- Debt bondage (forced to work to pay off debts that realistically they will never will be able to)

### **Discriminatory Abuse (may involve)** —

- Unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation
- 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

### **Organisational Abuse (may involve)**

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- 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

## **Neglect and Acts of Omission (may involve)**

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- 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

## **Self Neglect (may involve)**

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- Lack of self-care to an extent 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

## **Exploration (may involve)** —

Either opportunistically or premediated, unfairly manipulating someone for profit or personal gain (also see modern slavery).

**CONTINUE - Who is Considered a Child?**

## Who is Considered a Child?

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When we talk about children in safeguarding, we mean anyone under the age of 18 years old. Most students at the University are adults, but there are some who are under 18 and still classed as children under safeguarding guidelines.

**CONTINUE - Safeguarding Children - Abuse**

## Safeguarding Children - Abuse

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Abuse is a form of maltreatment and can take a number of forms. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. There are four categories of abuse which are relevant for the purposes of registration on the child protection register and these are:

## **Physical Abuse (may involve)** —

- Beating
- Hitting
- Pushing
- Shaking
- Kicking
- Throwing
- Pinching
- Biting
- Choking
- Hair-pulling
- Burning with cigarettes, scalding water or other hot objects
- Severe physical punishment

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

## **Sexual Abuse (may involve)** —

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening and which may involve:

- Fondling, touching or kissing a child's genitals or making a child fondle an adult's genitals
- Violations of bodily privacy, such as forcing the child to undress or spying on a child in the bathroom or bedroom
- Using a child in the production of pornography, such as a film or magazine or exposing children to pornography

- Luring a child for sexual liaisons, through the internet or by any other means
- Sexual exploitation such as using a child to perform sex with others or sexual acts with a child, penetration, intercourse, incest, rape, oral sex

## **Neglect (may involve)**

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Is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse or, once a child is born, it may involve:

- Failing to provide adequate food or clothing
- Failing to protect a child from physical and emotional harm or danger
- Failing to ensure adequate supervision, including using inadequate people to provide care
- Failing to ensure access to appropriate medical care or treatment
- Being unresponsive to a child's emotional needs

## **Emotional Abuse (may involve)**

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Is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development and which may involve:

- Ignoring
- Withdrawal of attention
- Rejection
- Threatening or frightening
- Serious bullying (including cyberbullying)
- Belittling such as telling the child he or she is "no good", "worthless", "bad", or "a mistake"
- Using extreme forms of punishment, such as confinement to a closet or dark room

- Witnessing the physical abuse of others

**CONTINUE - How Do I Report a Safeguarding Concern?**

## How Do I Report a Safeguarding Concern?

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Below is a list of examples of incidents you may come across, which should be reported.

This list is not to be considered exhaustive; if you have concerns you should always raise these. Examples include:

1

A child or adult at risk is accidentally hurt

2

There is a concern that a relationship is developing that may be an abuse of trust

3 You are worried that a child or adult at risk is becoming attracted to you

4 You are worried that a child or adult at risk is becoming attracted to a colleague who cares for them

5 You think a child or adult at risk has misunderstood or misinterprets something you have done

6 You have been required to physically restrain a child or adult at risk to prevent them from harming themselves or another or from causing significant damage to property

7 You receive a report from a child or adult at risk alleging abuse regarding a member of an external organisation using University facilities

8 You see any suspicious marks on a child or adult at risk

9 You hear of any allegations made by a child or adult at risk of events outside the University

10 You have been provided with information that suggests a student or staff member is putting a child or adult at risk outside of the University i.e. a student through their actions or lack of is putting their child at risk

11 You are concerned that the behaviours of a student are putting their children at risk

12 You are concerned that a member of the university community is being drawn into terrorist or extremist groups/activities

## How to report a safeguarding concern

If you're ever unsure whether something is a low-level safeguarding concern, it's always best to report it. You can do this by filling out the Safeguarding Referral Form at: <https://www.bolton.ac.uk/student-area/safeguarding>, or by checking the latest Safeguarding Policy and Procedure.

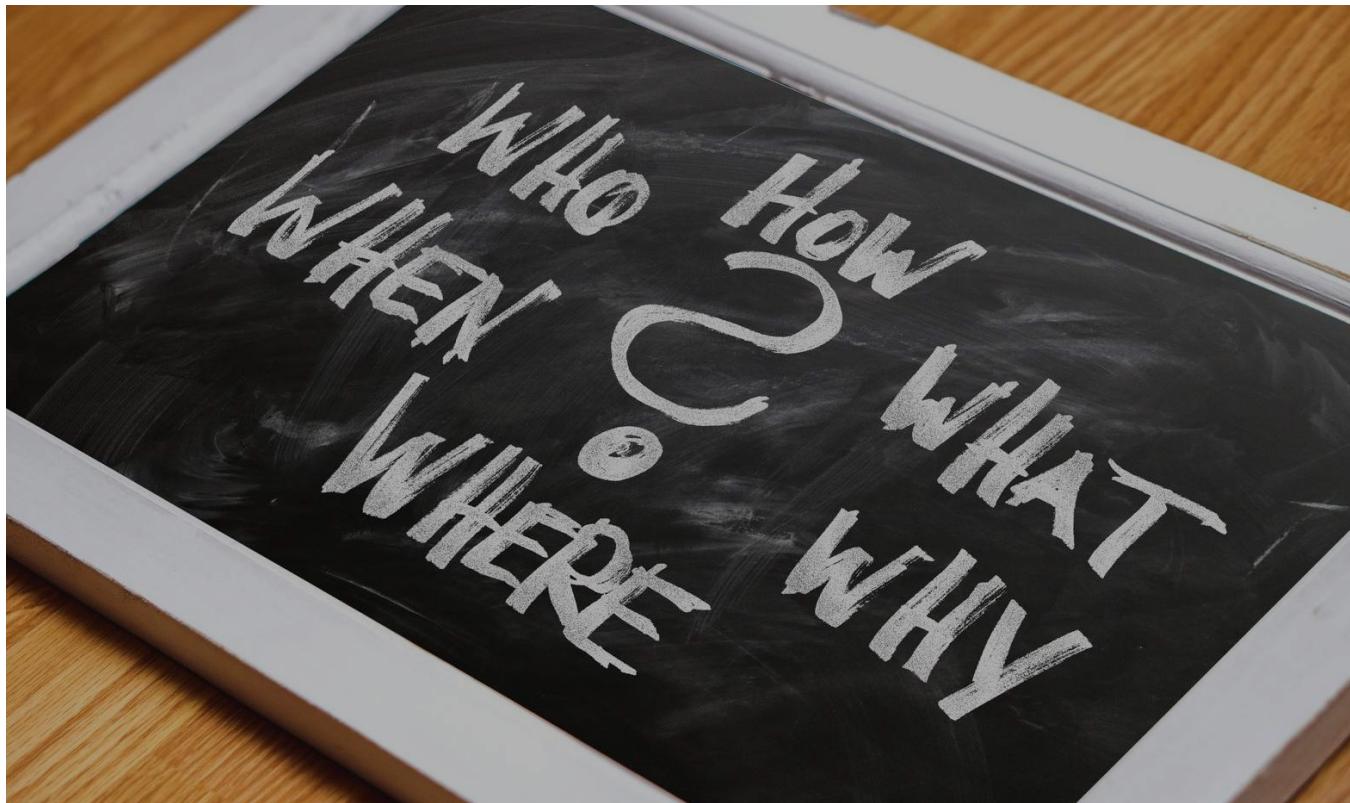
The University has a legal duty to keep children and adults at risk safe and protect them from abuse and harm. Reporting something that doesn't seem serious - like the behaviour of a university staff member, contractor employed on behalf of the university, an official visitor, student on placement, or apprentice in work - can still be important. It might help improve training or make university processes safer, kind of like how we report "near misses" in health and safety to stop bigger problems from happening later.

You don't have to decide how serious it is - that's not your job. But if something doesn't feel right, you have a responsibility to report it.

**CONTINUE - How Do I Respond To An Allegation?**

## How Do I Respond To An Allegation?

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No one should have to live with abuse. By reporting abuse, you can help bring it to an end. Remember, we all have a responsibility to safeguard others from abuse or neglect. Doing nothing is not an option!

Coming up are some statements. Do you think they are things you should do, or shouldn't do when you respond to an allegation? Drag the statements to the correct box.



Do

**Be supportive**

**Take the person seriously**

**Remain calm**

**Reassure the individual**

**Explain what will happen  
next**

**Write down immediately  
afterwards what was said**

**Report immediately to your  
relevant Designated  
Safeguarding Champion**

**Remember that you need  
support. Seek advice and  
support for yourself**

Don't

<b>Panic</b>	<b>Delay</b>
<b>Promise to keep secrets</b>	<b>Ask leading questions</b>
<b>Ask the individual to repeat the story unnecessarily</b>	<b>Give your opinion</b>
<b>Let allegations made by a child or adult at risk to go unrecorded/not acted upon</b>	<b>Start to investigate</b>

**Discuss disclosure with  
anyone other than the  
Designated Safeguarding  
Champion**



Complete the content above before moving on.

## Things you should do:

- Be supportive
- Take the person seriously
- Remain calm
- Reassure the individual
- Use appropriate language
- Explain what will happen next
- Write down immediately afterwards what was said, including the time, place and any other observations, sign and date the record
- Any incidents should be reported immediately to your relevant Designated Safeguarding Champion. For further information or to

identify who your Designated Safeguarding Champion is, contact:

Life Lounge  
T2 Eagle Tower,  
Chancellors Mall  
Tel: 01204 903 566  
E: [lifelounge@bolton.ac.uk](mailto:lifelounge@bolton.ac.uk)



Remember that you need support. Seek advice and support for yourself

## Things you shouldn't do:



Panic



Delay



Promise to keep secrets



Ask leading questions



Ask the individual to repeat the story unnecessarily



Give your opinion



Allow allegations made by a child or adult at risk to go unrecorded / not acted upon. Discuss the disclosure with another other than the DSC and other relevant personnel



Start to investigate



Discuss the disclosure with anyone other than the Designated Safeguarding Champion and other relevant personnel

A pocket guide to Safeguarding is available from the Life Lounge and Student Centre. Why not pick up a copy and keep it with you so that you always have this to refer to?

Remember, if you're currently engaging in a placement outside of the University, you should use the safeguarding arrangements applicable to that provider and pass a copy of your written record to the Designated Safeguarding Officer of that organisation.

**CONTINUE - After You Report a Concern**

## After You Report a Concern

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The DSC will complete the Safeguarding Referral Form Online and if appropriate, will inform the Safeguarding Officer or Deputy Safeguarding Officer.

People will listen to you and take your concerns seriously.

Respond sensitively.

Make enquires about the concerns.

Consider the wishes of the person at risk.

Talk to the police if it is a criminal matter.

Support the person to achieve the changes they want, wherever possible.

Consider if anyone else is at risk.

**CONTINUE - Key Take Away**

## Key Take Away

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Remember, Safeguarding is everyone's responsibility – doing nothing is not an option. If you are concerned about someone, you do not need to deal with this alone – get others involved and seek help. You may also find it useful to discuss how these issues may have affected you. See the 'Key Contact Information' page of this tutorial for more details.

**CONTINUE - Further Help and Guidance**

## Further Help and Guidance

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### Student Advisors

Tel: 01204 903733 or by email: [studentadvisors@bolton.ac.uk](mailto:studentadvisors@bolton.ac.uk)

### Wellbeing Team (Life Lounge)

Tel: 01204 903566 or by email: [lifelounge@bolton.ac.uk](mailto:lifelounge@bolton.ac.uk)

## **Police**

In the event of an emergency i.e. someone is at immediate risk of harm, please contact the Police using 999 (Emergency) or 101 (non-emergency).

## **Child Line**

Help for children and young people – Tel: 0800 1111 or visit: <https://www.childline.org.uk>

## **NSPCC**

Help for adults concerned about a child – Tel: 0808 800 5000 or visit:  
<https://www.nspcc.org.uk>

## **Suspicious Activity**

If you are concerned about someone being drawn in to terrorism and you wish to talk to the Police, please use 0800 789 321 or 101. Likewise, to report suspicious activity please contact 0800 789 321 or visit <https://act.campaign.gov.uk>



**Safeguarding - Polices.pdf**

109.6 KB



**CONTINUE - References**

## Reference List

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University of Bolton. (2024). *Safeguarding Policy and Procedure: Children and Adults at Risk (Previously vulnerable adults)*. [Online] Available from:

<https://www.bolton.ac.uk/assets/Uploads/studentpolicy2526/Safeguarding-Policy-and-Procedure-University-of-Bolton-V19.1doc.pdf>. [Accessed 15 April 2025].

University of Bolton. (updated May 2023) *Safeguarding Policy and Procedure*. [Online] Available from: <https://www.bolton.ac.uk/assets/Safeguarding-Policy-and-Procedure-University-of-Bolton-V17-May-2023-Clean-v2.pdf>. [Accessed 27 July 2023].