

# Royal Society of Chemistry

## Safeguarding Children and Vulnerable Adults

### Procedures and processes

Version	Comments	Author	Version Date	Review Date
1.0	Final version	Magda van Leeuwen and Rio Hutchings	11/02/2019	01/03/2020

## 1. Introduction

The procedures outlined in this document are to assist Royal Society of Chemistry Trustees, staff and volunteers to protect all persons by identifying clear instructions in accordance with the legislative framework.

They include:

- Harm – what it is and how to recognise the signs
- Procedure for preventing harm
- Procedure for responding to the discovery and disclosure of harm and how to respond sensitively to persons who have been harmed
- Procedure for responding to allegations made against staff and volunteers

Legislation and government guidance makes increasingly clear the need for all adults to play a role in safeguarding. We are fully committed to complying with all UK Safeguarding legislation and guidance including the Children Act 1989 and 2004, Working Together to Safeguard Children 2015 and Care Act 2014.

### Related Policies and Procedures

These procedures and processes should be read in conjunction with the following existing policies and procedures:

- Safeguarding policy
- Code of conduct for members
- Staff handbook including:
  - Code of Conduct
  - Dignity at Work Policy
  - Disciplinary Policy
  - Data Protection Policy
  - Data Retention Policy
  - Whistleblowing
- Photography and filming policy

## 2. Definitions

### Safeguarding children and vulnerable adults

Safeguarding relates to the action taken to promote the welfare of children and protect them from harm

A child is anyone who has not yet reached their 18th birthday. [Working together to safeguard children \(2018\)](#) states that safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

The [Charity Commission for England and Wales 2017](#) and the [Care and Support Statutory Guidance 2014](#) describes adult safeguarding as protecting the rights of adults to live in safety, free from abuse and neglect. These duties apply in relation to any person who is aged 18 or over and at risk of abuse or neglect because of their needs for care and support.

Definitions of child abuse and adult abuse are further detailed in Appendix 1.

### 3. Roles and Responsibilities

#### Designated Safeguarding Officers

Rio Hutchings and Magda Van Leeuwen

[safeguarding@rsc.org](mailto:safeguarding@rsc.org)

01223 420066

Designated Safeguarding officers are responsible for handling reports or concerns, about the protection of vulnerable people, appropriately and in accordance with the procedures that underpin the policy. The DSOs role is:

- To be the first point of contact for Trustees, staff and volunteers to go for advice if they are concerned about safeguarding children and vulnerable adults in activities that they are carrying out on behalf of the Royal Society of Chemistry
- To draw up, communicate and implement a safeguarding policy and procedures
- To ensure that the safeguarding policy and procedures are reviewed and updated as necessary.
- To undertake appropriate training and maintain an up to date knowledge of safeguarding requirements for the Royal Society of Chemistry.
- To support staff to assist in providing information on appropriate action in relation to concerns raised from staff and members.
- To monitor and respond to questions and concerns raised through the [safeguarding@rsc.org](mailto:safeguarding@rsc.org) email inbox.
- To ensure that any concerns raised are escalated as appropriate, logged and stored securely.
- To maintain up to date contact details for relevant statutory agencies (eg Local Authority Designated Office (LADO), Local Safeguarding Children Board, Police, Children's Social Work Services).

#### Senior Leadership Team

The Designated Safeguarding officers report to Directors from the Senior Leadership team.

- Sarah Robertson - Director, Education & Professional Practice ([robertsons@rsc.org](mailto:robertsons@rsc.org))
- Jo Reynolds - Director, Science & Communities ([reynoldsj@rsc.org](mailto:reynoldsj@rsc.org))

The RSC Leadership Team is responsible for ensuring the effective implementation of the policy and associated procedures and ensuring that everyone linked with the RSC is equipped and supported to meet their responsibilities

#### Board of Trustees

The Board of Trustees hold ultimate accountability for this policy. Our Trustee lead for safeguarding is the Chair of Audit and Risk Committee, Janette Waterhouse

Contact details of other agencies can be found in Appendix 2.

### 4. Raising and Responding to Safeguarding concerns

#### Responding to a concern from or about a child or vulnerable adult

If a child or vulnerable adult confides in you or you learn from anyone else about a safeguarding concern, then all Trustees, staff members and volunteers have a duty to respond and report this. The following steps are advised:

- Remember the safety of the child or vulnerable adult is paramount
- Listen carefully and avoid expressing your own views
- Reassure and let them know they have done the right thing telling you
- Explain what you will do next but do not promise to keep the information a secret

- Record the conversation immediately so it is as accurate as possible
- Report the incident to the Designated Safeguarding Officers, [safeguarding@rsc.org](mailto:safeguarding@rsc.org)
- Concerns relating to a DSO should be raised with the Senior Leadership Team

In this situation do not:

- React strongly eg that's terrible!
- Jump to conclusions (especially about the abuser)
- Accuse anyone
- Tell them you will keep this a secret
- Ask leading questions
- Stop them from speaking freely
- Tell them to stop talking so you can contact the DSO

### **Reporting a concern from or about a child or vulnerable adult**

Anyone can voice concerns about unacceptable behaviour towards children or vulnerable adults through our process for recording incidents and concerns shown in Appendix 3.

#### *Procedure for record keeping*

All incidents and concerns must be recorded and stored securely and safely on the RSC network for 7 years. The DSOs are responsible for these records which only they and the relevant Directors have access. It is important to keep records that are not referred to the Police or Social Services may upon later review show patterns or clusters which may heighten the level of concern

#### *Confidentiality*

The best interests of the child or vulnerable adult is always the most important consideration. Trustees, staff members and volunteers must ensure the confidentiality of matters relating to child protection and information must be shared on a need to know basis. All Trustees, staff members and volunteers must be aware that they cannot promise a child or vulnerable adult to keep secrets that might compromise their safety or well-being or that of another.

#### *Allegations against trustees, staff and volunteers*

An allegation may relate to a trustee, staff or volunteer who has:

- Behaved in a way that has (or may have) harmed a child/vulnerable adult
- Possibly committed a criminal offence against or related to a child/vulnerable adult
- Behaved towards a child/vulnerable adult in a way that indicates that may pose a risk of harm

There are three strands for consideration

1. A police investigation of a possible criminal offence
2. Enquires and assessment by children's social care about whether a child is in need of protection or services
3. Disciplinary action by the RSC in respect of the individual

The RSC has a duty of care to staff and volunteers and will ensure effective support is provided for anyone facing an allegation. It is essential that any allegation is dealt with quickly and fairly that provides effective protection for the child and supports the person who is subject of the allegation. All options to avoid suspension (of either staff or member) should be considered prior to this step. If the RSC removes an individual because the person poses a risk of harm to children, the RSC must make a referral to the Disclosure and Barring Service

## **5. Recruitment, selection and vetting**

### **UK legislation**

The Royal Society of Chemistry are committed to the safe recruitment, selection and vetting of those performing their duties for or on behalf of the Royal Society of Chemistry, or represent the Royal Society of Chemistry in its work with children or vulnerable adults. Appendix 3 provides details of our safeguarding levels and measures which we have used to assess all our activities. We require all trustees, staff and volunteers within the jurisdiction of UK legislation and regulation, who are involved in regulated activity with children or vulnerable adults (face-to-face, online, by phone, by email or via social networks) to have a criminal record check from the Disclosure and Barring Service (DBS) in England and Wales, Disclosure Scotland or Access Northern Ireland (AccessNI).

Occasional interaction with children or vulnerable adults where none of that time is unsupervised should not necessitate the need of a disclosure check, however such a check may be appropriate under special circumstances should the staff or members have prolonged or regular contact with children or vulnerable adults. The appropriateness of such a check will be discussed and agreed by the individual affected and the Designated Safeguarding Officers. Under all circumstances, staff must still abide by the Code of Conduct, Dignity at Work Policy and Data Protection policy.

### **Outside UK legislation**

Whilst UK disclosure checks will not apply to trustees, staff and volunteers outside UK legislation and regulation, they must abide by the Code of Behaviour and other terms of this policy, to the extent that this does not conflict with local law and that it meets the legislative requirements of the countries in which they are working. The Royal Society of Chemistry is required to adopt local procedures (where relevant), disseminate to the staff and volunteers within that jurisdiction and report any incidents immediately to the relevant local authorities. Our Child Safeguarding Statement and procedure of reporting incidents in the Republic of Ireland is available on our website.

## **6. Code of conduct and appropriate behaviour**

All staff and members are bound by the Royal Society of Chemistry's Code of Conduct. Additionally the following is recommended with regards to behaviour around children and vulnerable adults.

### **DO**

- Ensure that whenever practicable the persons who are normally responsible for the children and vulnerable adults (teachers, parents, carers, guardians, etc) are present during activities or that there is always more than one adult present;
- Treat all children and vulnerable adults with respect;
- Act as a role model of good and appropriate behaviour;
- Respect a child's or vulnerable adult's right to personal privacy;
- Bear in mind that someone else might misinterpret your actions, no matter how well intentioned;
- Be aware that any physical contact with a child or vulnerable adult may be misinterpreted and so must be avoided whenever possible;
- Challenge unacceptable behaviour and report all allegations and/or suspicions of abuse.

### **DON'T**

- Put yourself in a vulnerable situation that may lead to allegations.

- Spend time alone with children and vulnerable adults away from other adults;
- Have inappropriate contact with children and vulnerable adults – physical, verbal or electronic;
- Use inappropriate language – writing, phoning, email or online;
- Do things of a personal nature for children and vulnerable adults that they can do for themselves;
- Allow children and vulnerable adults to behave inappropriately without being challenged;
- Make suggestive or derogatory remarks or gestures in the presence of children and vulnerable adults;
- Show favouritism to any one child or vulnerable adult;
- Be under the influence of alcohol or other substances when working on activities involving children and vulnerable adults;
- Take photographs of children and vulnerable adults without the express permission of their school, parents carers, or guardians;
- Transfer the personal data of children and vulnerable adults to third parties without express permission from the child, vulnerable adult, parents or guardians as appropriate;
- Let any allegations a child or vulnerable adult makes go unrecorded;
- Rely on your good name or our good name to protect from allegations of abuse
- Become complacent on the (spurious) grounds that “it could never happen to me”

## **7. Risk assessment**

Hazards and risk must be considered, assessed and managed for all events run on behalf of the Royal Society of Chemistry. Not only is it a strict legal requirement to effectively manage the risks created by such events, but it is necessary that we demonstrate the highest standards of professionalism at all our events, and in so doing, meet a duty of care towards everyone involved. The risk assessment should explicitly declare any safeguarding risks alongside the usual health and safety considerations and be relevant to the activity and location in which it is held.

Further guidance on risk assessments including information on completing a risk assessment are available from our website <http://www.rsc.org/events/otherinformation/risk-assessment/>

## **Appendix 1. Definitions of Abuse**

### **1. What is child abuse?**

Child abuse is any action by another person (adult or child) that causes significant harm to a child. There are many types of abuse as defined by the [NSPCC](#):

#### *Domestic abuse*

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence, domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

#### *Sexual abuse*

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse

#### *Neglect*

Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents.

#### *Online abuse*

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse

#### *Physical abuse*

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

#### *Emotional abuse*

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

#### *Child sexual exploitation*

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them

#### *Female genital mutilation*

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting

#### *Bullying and cyberbullying*

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone

#### *Child trafficking*

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold

### *Grooming*

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking.

### *Harmful sexual behaviour*

Harmful sexual behaviour includes using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other children or adults.

## **2. What is adult abuse?**

Abuse is mistreatment by any other person or persons that violates a person's human and civil rights. The abuse can vary, from treating someone with disrespect in a way that significantly affects the person's quality of life, to causing actual physical or mental suffering. There are many types of abuse defined by [Care and Support Statutory Guidance 2014](#):

### **Physical abuse**

Physical abuse includes hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions

### **Sexual abuse**

Sexual abuse includes rape and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting;

### **Psychological abuse**

Psychological abuse includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or supportive networks

### **Exploitation**

Exploitation is either opportunistically or premeditated, unfairly manipulating someone for profit or personal gain

### **Financial or material abuse**

Financial or material abuse includes theft, fraud, exploitation, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits

### **Neglect and acts of omission**

Neglect and acts of omission includes ignoring medical or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating

### **Discriminatory abuse**

Discriminatory abuse includes discrimination on grounds of race, gender and gender identity, disability, sexual orientation, religion, and other forms of harassment, slurs or similar treatment

### **Institutional abuse**

Institutional abuse includes neglect and poor care practice within an institution or specific care setting like a hospital or care home, for example. This may range from isolated incidents to continuing ill-treatment.

## **Appendix 2. Contact details**

The following services can be contacted by:

**NSPCC** (if you are worried about a child, but unsure)  
0808 800 5000

**Cambridgeshire Police**  
01480 456111  
(If a child is in immediate danger call 999)

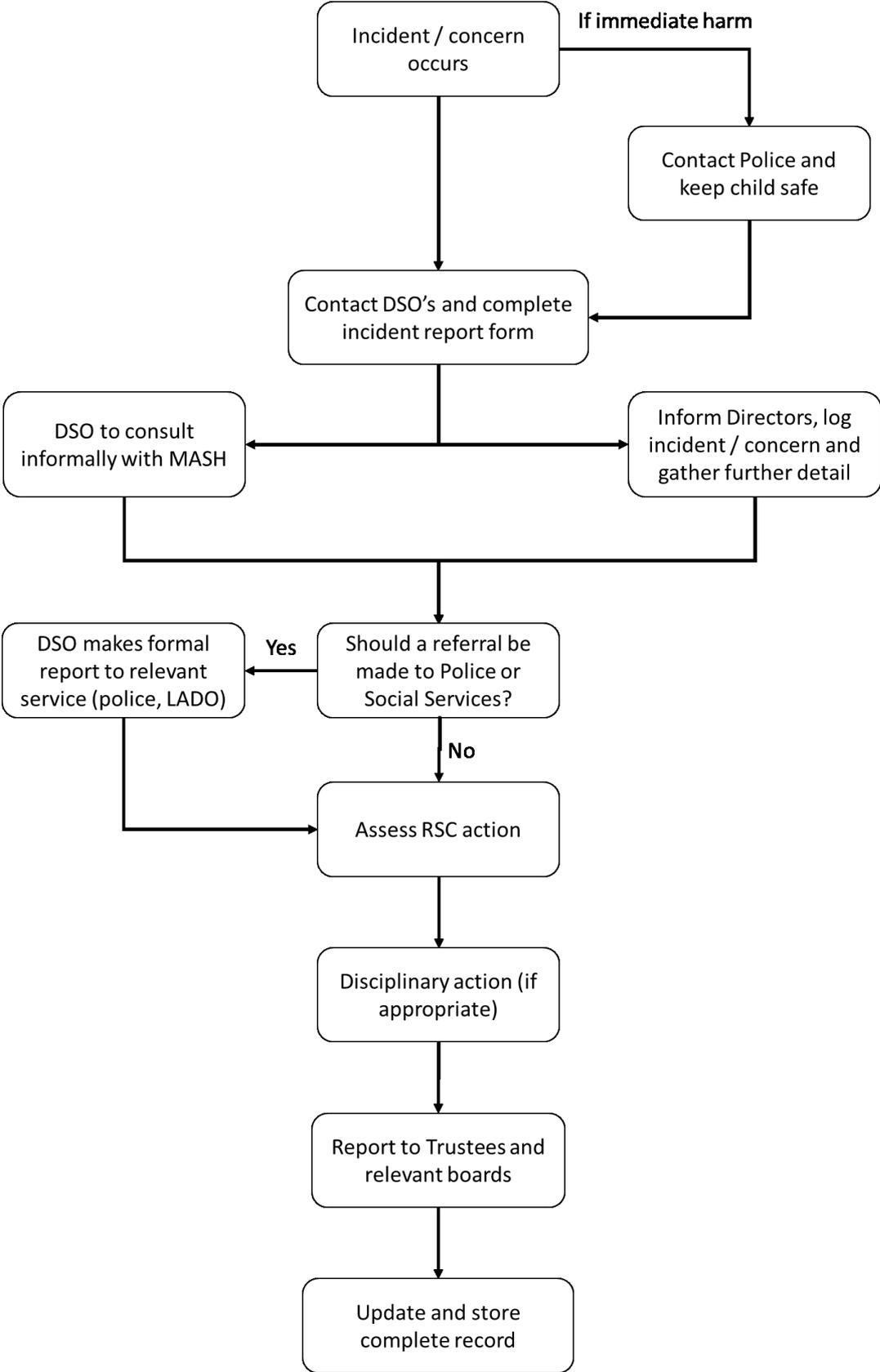
**Cambridgeshire Local Authority Designated Officer (LADO)**  
01223 727968, 01223 727969, 01223 727967  
(For out of hours queries, the Emergency Duty Team can be contacted on 01733 234724)

**Cambridgeshire and Peterborough MASH (Multi-Agency Safeguarding Hub)**  
0345 045 1362 (professionals)  
0345 045 5203 (public number)  
01733 234724 (out of hours)

**Cambridgeshire and Peterborough Safeguarding Adults Board**  
0345 045 5202

**Child Exploitation and Online Protection Command (CEOP)**  
They can be contacted through their [website](#)

**Appendix 3. Process for recording incidents and concerns**



## Appendix 4. Safeguarding levels and measures

Safeguarding level	Safeguarding level descriptor	Safeguarding measures
General awareness	Understanding of safeguarding responsibilities	<p>All staff will be made aware of their safeguarding responsibilities</p> <p>Communications to raise and maintain safeguarding awareness</p> <p>Safeguarding policy, procedures and processes available</p>
Level 1	<p>No direct contact with children or vulnerable adults, but has overall responsibility for safeguarding strategies</p> <p>Manages a department, team or section which require level 1,2,3 &amp; 4 Safeguarding measures</p>	<p>All involved to understand and comply with safeguarding policy and procedures</p> <p>Training (if appropriate)</p>
Level 2	The activity has some contact with children/vulnerable adults but on an infrequent basis and where other staff/volunteers/teachers/parents/STEM ambassadors will be present	<p>Safeguarding responsibilities explained to all those involved and safeguarding policy and procedures provided</p> <p>Safeguarding responsibilities will be reviewed annually</p>
Level 3	<p>Activities have some contact with children/vulnerable adults on a regular basis (but not frequent)</p> <p>Activities involve working or visiting a location where there is a potential for coming into contact with children/vulnerable adults on a frequent basis, but they won't be the same children/vulnerable adults</p> <p>Activities involve visiting a location or school where access to children/vulnerable adults is likely but not the same location</p>	<p>All involved to understand and comply with safeguarding policy and procedures</p> <p>Safeguarding responsibilities will be reviewed annually</p>

<p>Level 4</p>	<p>Activity is seen as regulated and/or involves regular contact with children/vulnerable adults. Regular contact is considered to be:</p> <ul style="list-style-type: none"> <li>• frequently – once a week or more;</li> <li>• intensively – 4 or more occasions in a 30 day period or</li> <li>• overnight – between 2am and 6am.</li> </ul>	<p>Individuals must have a DBS check and undertake safer recruitment process</p> <p>Training</p> <p>All involved to understand and comply with safeguarding policy and procedures</p> <p>Safeguarding responsibilities will be reviewed annually</p>
----------------	---	--