



Keeping people safe and sound: A basic guide to safeguarding

Safeguarding is *everyone's* responsibility

This short session is ideal for anyone who needs a quick guide to safeguarding to help them in their role where they have very limited contact with others. Incl. volunteers in community groups responding to Covid-19 (making food deliveries etc), Good Neighbour Schemes, delivery drivers, anyone who wants to know some safeguarding basics of how to recognise abuse and know how to report it.

Questions you could answer at the end of this session

1. What might give me cause to worry about someone's safety?
2. What is meant by safeguarding?
3. What is my role in safeguarding adults at risk and children?
4. What do I do and who do I tell if I have a concern about someone's safety?
5. Do I need to be an 'expert' to deal with this?

Answer: Emphatically and resoundingly, 'No'. This session will equip you to play your part. For the answers to the other 4 questions read on.

There are opportunities to reflect on a few scenarios in the 'Picture the scene; An Unforgettable day' section (no disturbing pictures are used, we promise), there is a quick quiz at the beginning and a chance to reflect on your learning at the end. There are also moments to 'Pause' and reflect as you go through and to answer a few questions that may help focus your learning. Thank you for taking the time to learn how to play your part of keeping people safe. Just click through the presentation to move on.

Quick quiz

1. **What is the most common category of child abuse reported on child protection plans in England in 2019?**
a)physical b)emotional c) neglect d)sexual
2. **How many men are estimated to experience domestic abuse in the UK?**
a) 5% b)10% c)13% d)29%
3. **In what percentage of domestic abuse incidents is alcohol a factor?**
a) 20% b)60% c)30% d)90%
4. **Which age group of children were at most risk (had the most number of Child Protection Plans) in England in 2019? Age in years.**
a)under 1 b)1- 4 c) 5-9 d) 10-15
5. **Hate crime: What percentage of disabled people say that they have experienced hostility, aggression or violence from a stranger because of their condition or impairment?**
a) 16% b) 36% c)46% d)56%
6. **Which group of children were at most risk (had the most number of Child Protection Plans) in England in 2019?**
A) boys b) girls

[Click to go to the answers on the next page](#)

Quick quiz answers

1. **What is the most common category of child abuse reported on child protection plans in England in 2019?**
c. neglect [Stats from ONS](#) record 25,330 children suffering from neglect March 19.
|
2. **How many men are estimated to experience domestic abuse?**
c.13% ManKind's report 2019 estimated 2.2 million male victims and 4.8 million female. For every three victims of domestic abuse, two will be female, one will be male.
3. **In what percentage of domestic abuse incidents is alcohol a factor?**
b.60%
4. **Which age group of children were at most risk (had the most number of Child Protection Plans) in England in 2019? Age in years**
d) 10-15 [Stats from NSPCC](#) Child Protection Plan Register
5. **Hate crime: What percentage of disabled people say that they have experienced hostility, aggression or violence from a stranger because of their condition or impairment?**
d) 56% [Stats from MENCAP](#)
6. **Which group of children were at most risk (had the most number of Child Protection Plans) in England in 2019?**
a) boys [Stats from NSPCC](#) Child Protection Plan Register. There were 26,480 boys on the register compared to 24,500 girls

Quick quiz answers: Pause II

Thinking back on the questions and answers from the quiz are there any you found particularly surprising? If so, what was it that surprised you? Was it the size of the numbers involved? The gender of the group or your own reaction to the answers?

It can be very easy to find that you have made assumptions about who is at risk and who is not and who is a threat and who is not – without even realising that you had ever made that assumption. We all make assumptions, all the time. It is just worth taking a few moments to work out what your assumptions on this subject are.

It is important to realise that anyone, any group, could be at risk of abuse. We will look a little at safeguarding adults at risk of abuse later. It is also worth pausing to consider that in the vast majority of safeguarding cases the person who committed the abuse was well known to the person they abused. The thought that only strangers pose a risk is a dangerous fallacy. It is also worth remembering that children are abused by other children, parents can be abused by children and both men and women are capable of abuse.

Quick quiz answers: A reflection

Take a few moments to make a few notes about:

1. What were your assumptions arising from the quiz?
2. What surprised you most about the answers?
3. Any questions that you may have

Before you move on to the next slide write down your answer to the question:

What does 'safeguarding' mean? Write a single sentence to capture what you think safeguarding means. Then compare your answer to the definitions on the next page. How was it, similar?

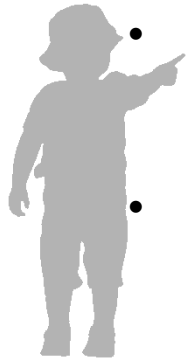
What is safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and adults at risk and protect them from harm.

Children

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes



NSPCC

Adults

Protecting an adult's right to live in safety, free from abuse and neglect.

It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. ...

The Care Act

“Safeguarding is everyone's responsibility”

Who can be vulnerable?

Children

Any person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger

The United Nations Convention on the Rights of the Child (1989)

In the UK this means 18 irrespective of cultural or religious background, ethnicity or country of origin

‘Adults at Risk of Abuse’

‘Adults at risk’ are any person aged 18 or over at risk of abuse or neglect because they are ‘adults with a care and support need’, and/or who cannot protect themselves from abuse

Now before you move on to the next slide think about the question,

‘Who do you think could be at an *increased risk of abuse*?’

Who are at increased risk of abuse?

- Children
- People dependant on others for assistance, especially with finances and personal care.
- People who lack the capacity to consent.
- People who need support with communication.
- People who need support with mobility.
- **People who are isolated.**
- People receiving care in their own homes.
- People that may experience discrimination (e.g. hate crime).



Now we are going to move onto the categories of abuse. We do not use images or go into detail

Categories of Abuse – Child and Adults*

The four categories of child abuse are the ones in green below:

Physical

Neglect

Sexual

Emotional

Categories of adult abuse include the four above plus the following:

Self-Neglect & Hoarding*

Financial/Material*

Modern Slavery*

Discriminatory*

Psychological*

Organisational*

Domestic abuse*

Neglect/Acts of Omission*

Recognising abuse

- Signs of abuse can often be difficult to detect. This links below aim to help people who come into contact with people with care and support needs to identify abuse and recognise possible indicators. You can read this if you want more information.
- Signs of abuse in adults:
<https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse>
- **Signs of abuse in children:**
- <https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/>

Other Safeguarding Issues:

Our 'Introduction to safeguarding course' covers these issues, we won't cover them in this session



Sexual
Exploitation



Forced
Marriage



Private
Fostering



Trafficking



Honour Based
Abuse



Domestic
Abuse



Radicalisation



Female Genital
Mutilation



Gangs and
Criminal
Exploitation



Grooming,
e-safety, sexting



Modern Day
Slavery



County Lines



Mate Crime
Hate Crime



Scams



Missing Children

Recognising abuse? Pause II

- Thinking about your own role and from what you have just learned about safeguarding take a few moments to think about what could concern you and what safeguarding situations you could come across.
- Jot down a few notes. You can even do this with others in your group and compare notes.

Now we are going to move onto an activity called 'Picture the Scene'. You are about to have 'An unforgettable day' (this kind of 'all on one day' only happens in fiction and in places called *Midsummer Witless* or *Midsummer Worthy-ish*).

However, the scenarios you are about to discover on this 'unforgettable day' could and do happen in some form or another so think about what you would/should do. You could make notes as you go. Be assured that no disturbing pictures are used.

Introducing 'Picture the scene'

'An unforgettable day'

Your role: You are a volunteer for a group that is collecting and delivering shopping to people's homes for people unable to go out because of Covid-19 and the Governments restrictions on social distancing and isolation. Your role today is to collect and deliver shopping for three people to their front door.

If you cannot relate to the example given, use your imagination and think about how it could apply in a situation you could come across. It is better to think about what could cause you a concern now and know what to do about it in advance rather than at the time something is happening and you realise then that you do not know what to do.

Activity: 'Picture the scene: House #1'

You have done the shopping; you arrive at the person's home to deliver it. The front garden and house look neat, a nice little 'two up two down', flowers in the front garden and nothing seems out of place. Just what you'd expect really in this area. A good first impression.

You knock on the door (you stand back 2 metres for social distancing, to protect them and you) and an adult answers the door. They are polite, they are smartly dressed, you even notice how nice their hair looks, they smile and tell you they are grateful for your help, they keep their distance and as you leave and come out and collect their shopping with no problem.

Great. Job done, nothing to worry about, they were lovely. And so it's off to the next one... but, wait... there is a little voice in your mind trying to get your attention, what is it? What was that 'thing' you noticed when you were speaking? 'What was it?' It nags in your mind and you think about it as you drive away. Then it comes to you.

Picture the scene: House #1

You couldn't see much light behind them while they were standing in the doorway. In fact you don't even know if the hallway walls were painted magnolia or were covered in murals of bright lime green giraffes wearing tutus. Why was that?

You think it through and realise you had seen a lot of 'stuff' behind them in the hallway. It wasn't just 'untidy' or 'a bit cluttered'. It was 'heaving'. Stuff was piled up the walls so high you couldn't see them or beyond into the house.

You feel uncomfortable and the small voice in your mind is definitely louder and the tightness in your stomach is making you feel a bit worried about what you have seen and you wonder if the person is ok.

What do you do?

- a) Turn up the radio in the car to drown out the voice in your mind and distract you from your nervous stomach and hope it'll go away
- b) Worry about it and tell you family about the 'Poor dear' you saw earlier.
- c) Tell the Safeguarding contact for your group and tell them your concerns

Picture the Scene: House #1

What do you do? Answer

c) Tell the Safeguarding contact for your group and let them know your concerns

It is important that you share your concerns with the Safeguarding contact for your group for many reasons.

1. The Safeguarding Contact may already have had other people raise concerns about the same person and your information may be a key part in a jigsaw of information that could get support for someone who needs help. They will also know who to contact to check out if a safeguarding referral must be made and if so how to do that.
2. 'Safeguarding is everyone's responsibility' and you have fulfilled your part in that by passing the information on.

This could be an example of '**hoarding**'. Further information on hoarding is on the next slide.

Not all hoarding is a safeguarding issue. Depending on the severity and impact of the hoarding on the person it **might** be a 'safeguarding' issue or it may be a 'wellbeing' issue. This will decide which 'Professionals' would be involved. Either way passing the information to your Safeguarding contact in your group will allow them to respond appropriately and pass on the concerns to an appropriate professional to get guidance and support.

What is Hoarding?

Hoarding

Hoarding disorder was previously considered a form of Obsessive Compulsive Disorder (OCD).

Hoarding is now considered a standalone mental disorder. However, hoarding can also be a symptom of other mental disorders. Hoarding disorder is distinct from the act of collecting and is also different from people whose property is generally cluttered or messy. It is not simply a lifestyle choice. The main difference between a hoarder and a collector is that hoarders have strong emotional attachments to their objects which can be well in excess of the real value.

Further reading on self-neglect and hoarding, if you want to know more

Suffolk Safeguarding Partnership: <https://www.suffolkas.org/safeguarding-topics/self-neglect-and-hoarding/>

Video: 'Keith's story: A film about hoarding'

If you or someone you know are affected by hoarding the NHS has some very helpful information on their website. [Click here.](#)

Activity: 'Picture the scene: House #2'

You have completed your delivery for house no.1 and passed your concerns on to your group's safeguarding contact and will write up your notes asap. Now for a short drive to deliver shopping for house no.2.

You arrive at their home to make your delivery. There is a big front garden and the house looks amazing, quite grand actually, and nothing seems out of place... A good first impression. You knock on the door (you stand back 2 metres for social distancing, to protect them and you) and **an adult answers the door.**

The person cracks the door open just enough that you can see a part of their face peering round and that they are carrying a small child on their hip; they smile and tell you they are grateful for your help, they keep their distance but quickly look behind themselves several times and tell you that they will come out and collect their shopping when you have gone. They tell you to go.

Great. Job done, nothing to worry about, they were lovely, a bit shy. And so it's off to the next one... but, wait... there is that little voice in your mind again trying to get your attention, what is it? What was that 'thing' you noticed when you were speaking? 'What was it?' It nags in your mind and you think about it as you drive away. Then it comes to you.

Picture the scene: House #2

You have seen nothing that really worries you. So why do you feel uncomfortable? In hindsight although you thought it was odd they didn't open the door much, you had assumed at the time they were shy or nervous and were just being security conscious - after all they don't know you. You now realise it was what you had *seen coupled with what you heard* that makes you wonder if everything is really ok.

As you had sat in your car getting ready to go to your next appointment you had suddenly heard another adult somewhere in the house, they were really angry and were shouting loudly, they had clearly 'lost it', were they threats? You *did* hear a loud noise. It could have been a door being slammed or could it have been a person being pushed against a door. Now you are worried about the person who answered the door and the child, what about that child?

What do you do?

- a) Turn up the radio in the car to drown out the voice in your mind and distract you from your nervous stomach and hope it'll go away
- b) Worry about it and tell you family about the person you saw earlier.
- c) Tell the Safeguarding contact for your group and tell them your concerns

Picture the scene: 2

What do you do? Answer

c) Tell the Safeguarding contact for your group and let them know your concerns

A quick caveat to the above:

In reality if you believe that the person or child was being assaulted and you fear for their immediate safety you need to call 999 and ask for the police. Give them the information they ask for and follow their guidance.

We do not recommend that you intervene physically. When you have told the police and done as they tell you then inform your Safeguarding Contact.

If immediate help is needed to safeguard someone **you must not delay** getting help by trying to contact your Safeguarding Contact first. Tell them asap afterwards.

This could be an example of '**domestic abuse**'. Further information on domestic abuse is on the next slide.

Domestic abuse is a safeguarding issue and is always a safeguarding issue if there is a child/ children in the house.

What is Domestic abuse?

Domestic abuse

Domestic violence and abuse is defined by the Home Office as a pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

This can encompass, but is not limited to, psychological, physical, sexual, financial and emotional abuse. In extreme cases this includes murder.

- **Controlling behaviour is:** a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- **Coercive behaviour is:** an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

From Violence Against Women and Girls, Men and Boys – Suffolk Strategy and Action Plan

Further reading on domestic abuse & violence, if you want to know more

[Suffolk Safeguarding Partnership: domestic abuse and violence](#)

[Domestic Abuse Video Campaign - Video 1](#)

[If you or someone you know are affected by domestic abuse Suffolk County Council's website has useful advice, guidance and support information. You are not alone. Click here.](#)

Activity: 'Picture the scene: House #3'

What a day so far. A short drive later and you are at your final home delivery of the day and you are hoping for a nice, simple end to the day.

This time it's a lovely ground floor flat with smart patio courtyard out front and nothing seems out of place... A good first impression but by now you know that isn't everything. You knock on the door (you stand back 2 metres for social distancing, to protect them and you) and an adult answers the door.

They are friendly, fashionably dressed, they smile and comment on the weather and tell you a joke that makes you laugh out loud – you think they are funny and it's nice to have a laugh now and again. They quickly look down over their shoulder to behind the partially open door several times and say something you don't hear but they thank you for your help. As you leave and they come out to collect their shopping a dog and young child run out with them and head for the food bags.

Great. Job done, finally nothing to worry about, they were lovely, really funny. And so it's off home at the end of an unforgettable day... but, wait... there is that little voice in your mind again trying to get your attention, now what does it want? What was that 'thing' you noticed? 'What was it?' It nags in your mind and you think about it as you drive away. Then it comes to you.

Picture the scene: House #3

What in that scene was making you feel uncomfortable? The adult was warm and funny, quite charming actually, the dog was one of those sweet 'furballs' all ears, waggy tail and excited yapping. You then realise that it was the child's behaviour and appearance that makes you wonder if everything is ok.

The child had literally run for the food bags and the adult had tried, unsuccessfully to grab them and stop them. The child had torn the bread open and was chewing it straight from the bag. At that point the adult had caught up, picked up the child, shushed the dog and taken the bread away from the now crying child. Thinking about it the adult had looked really fashionable and healthy, the child on the other hand... You're no child development expert but you know that a child of that age should be a bit 'bigger' and not as thin as that child. That look like they need a 'good meal, poor mite'. Surely they shouldn't be that hungry

What do you do?

- a) Turn up the radio in the car to drown out the voice in your mind and distract you from your nervous stomach and hope it'll go away
- b) Tell the Safeguarding contact for your group and tell them your concerns
- c) Worry about it and tell you family about the person you saw earlier.

Picture the scene: House #3

What do you do? Answer

b) Tell the Safeguarding contact for your group and let them know your concerns

You now know from the previous scenario why it is important that you share your concerns with the Safeguarding contact for your group

This could be an example of '**neglect**'. Further information on neglect is on the next slide.

What is child neglect?

Child neglect

Neglect is complex and hard to define clearly. It differs by type, severity, frequency, and impact. Neglect often co-exists with other forms of abuse and indeed is often a pre-condition to allowing other abuse to take place. Increasingly, the psychological impact of neglect is being recognised.

It is defined as, '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 as a result of maternal substance abuse.

It is important not to confuse poverty with neglect. Children can grow up and be loved, cared for and have their needs met in loving homes where there is very little money and few possessions. They can also grow up in homes with lots of money and possessions but receive no care and suffer from neglect.

Neglect can also be applied to unborn babies. This is why the definition above is so important in recognising neglect.

Further reading on child neglect if you want to know more

[Suffolk Safeguarding Partnership: child neglect](#)

[Video: NSPCC 'We're here' Neglect subtitled](#)

A day to forget?! Pause II

I have a few questions for you.

Thinking back on the ‘Unforgettable day’ and without going back to look at the ‘Houses’ you visited and the people you met write down how have you pictured the person at the door in each of the scenarios? Write down how you think they look.

I wonder what gender you have assumed? Go back and check if they match with what was there. Or have you made an assumption, or three, without realising it?

How do you feel about the scenario if you change the gender from the one you assumed? Does that make any difference to your response, if so how and why?

You may even find that it has called to mind situations that you have already experienced. If you find that you are now worried about a situation please think about what it is that is worrying you and tell your group’s safeguarding contact as soon as you can. At least you can talk it through and share it and get some support. Do not worry if you haven’t done it before, you didn’t know that you could or maybe you didn’t know what you had seen. Just do it as soon as you can.

What to do if someone tells you they are not safe

- Stay calm and listen carefully
- Tell them that you will need to pass the information on to keep them safe, it's part of your groups policy
- Record using their own words exactly what was said
- Ask open non-judgemental questions for clarification only (e.g. what/ when/ who/ where/ how) - not leading ones. DO NOT pry for more information
- Seek further advice from your groups safeguarding contact if needed.
- Consider the persons immediate safety
- If the person is at immediate risk of serious harm call 999 and ask for the police. Do not get physically involved, be guided by the Police advice.



Doing nothing is not an option

Created by Community Action Suffolk April 2020

How to report if you have a safeguarding concern

Is the child Is the child/ adult at risk of immediate harm?

Yes

If the person is at immediate risk of harm or needs medical

attention call **999** to contact the police and/ or ambulance service and follow the advice given.

As soon as possible (but within 24 hours) follow the reporting steps on the right.

No

1. Speak with the Safeguarding Contact for your Group

2. If your safeguarding Lead is unavailable and a delay in contacting them could cause harm or you do not have a safeguarding lead yet:

Phone Suffolk Customer First on **0808 800 4005** to tell them your **concerns**, or,

If you are a paid member of staff or volunteer for a project and are not sure if it is a safeguarding issue seek advice from the MASH (Multi Agency Safeguarding Hub) on what action to take next if they need guidance and inform you as appropriate.

MASH Professional Consultation Line on **03456 061 499** or via webchat <https://www.suffolk.gov.uk/care-and-support-for-adults/protecting-people-at-risk-of-abuse/mash/>

Useful tips

- **Have a lead safeguarding contact for your group that you can go to for support.** They will deal with any referral that needs to be made.
- **Prioritise:** Continue to prioritise safeguarding throughout your group and where it is necessary to make adjustments to your practice due to demands on your organisation please think about ways you can be pragmatic and safe at the same time.
- **Get a safeguarding policy.** If you do not have a safeguarding policy you can download an easy access one page policy from the [Community Action Suffolk website](#) that has a simple one page flowchart of what to do and who to tell if you have a safeguarding concern. The flowchart contains the phone numbers for reporting safeguarding concerns in Suffolk.
- **Use Community Action Suffolk's 'Keeping Safe and sound' guides.** You can download these and they include a guide for what to do if you are self-isolating and need food, essentials and or medicine. This guidance has been created by Community Action Suffolk and Suffolk Trading Standards. More guidance and resources will be available in the near future and can be found on our [safeguarding page](#) as they become available. They will also be regularly updated.
- **Keep up to date with useful and trusted resources** including: [Disclosure and Barring Service, Charity Commission](#), [Community Action Suffolk safeguarding page](#), [Community Action Suffolk COVID Communities resource page](#), [Suffolk Safeguarding Partnership](#)

Useful tips

- **Avoid lone working** wherever and when ever possible, always make sure that you work in at least teams of two and everyone knows who in the organisation they need to tell if they have a concern about a client of a team member.

If you are waiting for DBS checks can you make sure that people are paired up with at least one person having a DBS check

- **Have a Code of Conduct** for your group and follow that, an example can be found on our website under safeguarding resources
- **Be aware of scams:** Times of distress and disruption are a magnet for scammers, and sadly right now is no different. Please stay vigilant, if it feels too good to be true, it probably is. If you think you, or someone you know, have been targeted by a rogue or scam, you can report it to Trading Standards on 0808 223 1133.
- You can also follow Suffolk Trading Standards on Twitter [@SuffolkTS](https://twitter.com/SuffolkTS) or online at <https://www.suffolk.gov.uk/community-and-safety/suffolk-trading-standards/>
- Do not ask people to put signs in their windows that will identify that they are vulnerable or self-isolating. It may not bring them help but could bring people to their door who want to exploit them.

Further Information

Suffolk Safeguarding Partnership

www.suffolkscb.org.uk



Suffolk County Council – adult safeguarding

<https://www.suffolk.gov.uk/adult-social-care-and-health/keeping-you-safe/safeguarding/>

The Care Act 2014 – Care and Support statutory guidance (safeguarding)

<https://www.gov.uk/guidance/care-and-support-statutory-guidance/safeguarding>

SCIE Adult Safeguarding Questions:

<http://www.scie.org.uk/care-act-2014/safeguarding-adults/adult-safeguarding-practice-questions/>

Childline – 0800 1111

<https://www.childline.org.uk/>

Summary: Use the 'Safeguarding Code'



★ **1. Think**

★ **2. Stop**

★ **3. Look**

★ **4. Listen**

★ **5. Act**

1. **Think:** Could this be a safeguarding concern?
2. **Stop:** What can I do? What support is available?
3. **Look:** What am I seeing that I am concerned about?
4. **Listen:** What am I hearing that I am concerned about?

5. **Act:**

- If the person cannot keep themselves safe from immediate harm or are in need of immediate medical attention call 999 and ask for the police and/ or ambulance and follow their instructions
- Tell the safeguarding lead for your group/ organisation asap *
- If you are worried about someone and they can keep themselves safe and are not at risk of immediate harm tell your safeguarding lead immediately. They will guide you. *

* If you are a member of the public or you do not have a safeguarding lead for your organisation and are concerned about the safety and wellbeing of someone in Suffolk contact Customer First on 0808 800 4005 if it is emergency contact 999

Summary quiz

- 1.If you are concerned about the safety of someone and it is NOT an emergency what do you do?
2. If you are concerned about the safety of someone and it is an emergency what do you do?
- 3.Why is it important to have a lead Safeguarding contact for your organisation?
4. What is a definition of safeguarding?
5. Is it ok to do nothing if you are worried about someone's safety?
6. Complete the phrase 'Safeguarding is everyone's
7. How many categories of child abuse are there?
8. Write down any four categories of adult abuse

Summary quiz: Answers

- 1.If you are concerned about the safety of someone and it is NOT an emergency what do you do? **Contact your groups safeguarding contact and tell them your concerns and follow it up in writing confidentially**
2. If you are concerned about the safety of someone and it is an emergency what do you do? **Ring 999 and ask for the police, follow their instructions, do not immediately intervene, tell your group's safeguarding contact and follow it up in writing confidentially**
- 3.Why is it important to have a lead Safeguarding contact for your organisation? **There are a number of reasons but one is that they act as a central point of contact who holds a range of information about individuals. It's like you have a piece of the jigsaw with your information but they have the box with the full picture on it. Another reason is they will know who to contact for support and to make a referral.**
4. What is a definition of safeguarding? **Safeguarding is the action that is taken to promote the welfare of children and adults at risk and protect them from harm**

Summary quiz

5. Is it ok to do nothing if you are worried about someone's safety? **No.**

6. Complete the phrase 'Safeguarding is everyone's **responsibility**' including yours

7. How many categories of child abuse are there? **4, sexual, physical, emotional and neglect**

8. Write down any four categories of adult abuse
sexual, physical, emotional, neglect/acts of omission, self-neglect and hoarding, domestic abuse, financial/ material, organisational, psychological, modern slavery, discriminatory

Congratulations and thank you for completing this session. If you have any safeguarding enquiries please pass them to your group's safeguarding contact. You can also email jacqui.wilkinson@communityactionsuffolk.org.uk who is responsible for providing this training and safeguarding support from Community Action Suffolk. Created by Community Action Suffolk April 2020