

Council for  
British Archaeology

# Safeguarding Policy: Children and Adults at Risk

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Council for British Archaeology  
92 Micklegate, York  
YO1 6JX  
Tel: 01904 671417

Archaeology for all

[www.archaeologyuk.org](http://www.archaeologyuk.org)  
[info@archaeologyuk.org](mailto:info@archaeologyuk.org)

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## Definitions

**An adult at risk** (sometimes referred to as a vulnerable adult) is defined as a person aged 18 or over who:

- has needs for care and support (whether or not the local authority is meeting any of those needs) and
- is experiencing, or is at risk of, abuse or neglect and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect (Care Act, 2014).

**An adult at risk** of abuse may:

- have an illness affecting their mental or physical health,
- have a learning disability,
- suffer from drug or alcohol problems,
- be frail due to age.

**Bullying** is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (HM Government, 2017).

**Care and support** is the mixture of practical, financial and emotional support for adults who need extra help to manage their lives and be independent – including older people, people with a disability or long-term illness, people with mental health problems, and carers.

A **Child** is anyone up to their 18<sup>th</sup> birthday.

**Child Protection** is a situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

**Early Intervention and help** stress the importance of children and adults having the opportunity of early help and support to avoid child or adult protection intervention later. Early identification and

help or intervention may consist of one or more professionals supporting a child, adult or family once an assessment of needs has been made.

**Grooming** is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person’s family or friends to make them seem trustworthy or authoritative (NSPCC, 2020).

**Mental Capacity** is the ability to understand information given to a person. To have mental capacity a person must be able to:

- retain that information long enough to be able to make the decision
- weigh up the information available to make the decision
- communicate their decision – this could be by talking, using sign language or even simple muscle movements such as blinking an eye or squeezing a hand.

**Safeguarding children** is the protection of 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; and taking action to enable all children to have the best outcomes (Working Together, 2018).

**Radicalisation** usually happens when two conditions are present. Firstly, there must be a person or group that holds a specific point of view and wants to recruit people to support them or take action on their behalf. Secondly, the individuals being targeted will more often than not share common characteristics or circumstances. The individual may have some existing form of vulnerability, such as a mental illness or unmet psychological need for belonging or status, which can be exploited and used by those trying to radicalise them (British Council, 2020).

# Safeguarding Policy for the Council of British Archaeology: Children and Adults at Risk

## 1. Policy Statement

The Council for British Archaeology (CBA) acknowledges its duty of care to safeguard and promote the welfare of children and adults and is committed to ensuring that its policies and procedures reflect its statutory responsibilities, government guidance and are compliant with best practice and Charity Commission requirements. The CBA works across Scotland, Northern Ireland, Wales and England. The operation of support for children and adults across the nations does vary, but the key principles remain the same. Detailed information about safeguarding in the local area can be found through the local authority covering the area. An up-to-date overview of the safeguarding legislation covering the UK nations can be found at the NSPCC for [children](#) and the Social Care Institute for Excellence (SCIE) for [adults](#).

The policy recognises that everyone has a role to play in identifying concerns, sharing information and taking prompt action. To fulfil this responsibility effectively, everyone should make sure their approach is person-centred, considering, at all times, what is in the best interests of the child/adult.

It aims to ensure that everyone, regardless of age, ability or disability, gender, race, religion or belief, sexual orientation, and socio-economic background:

- can have a positive and enjoyable experience at the CBA in a safe and inclusive environment
- is protected from any kind of abuse while participating in any activities provided by the CBA

The CBA recognises that some children and adults at risk can be more vulnerable to abuse, and we accept the responsibility to take steps to ensure their welfare. As part of this safeguarding policy, we will:

- Promote and prioritise the safety and wellbeing of children and adults at risk.
- Ensure everyone understands their roles and responsibilities in respect to safeguarding and is provided with training and guidance on aspects of safeguarding.

- Provide access to a Designated Safeguarding Lead (DSL) and their deputy who are able to advise on good practice as well as responding to concerns or incidents.
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.
- Follow safer recruitment processes for the recruitment of staff and volunteers.
- Appoint a member of the trustee board who had strategic responsibility for safeguarding.

A summary of the procedures can be found in Appendix A.

## 2. Purpose and Scope

This policy and procedures set out how the CBA will seek to protect and promote the welfare of children and adults at risk when they are engaged with the CBA.

This policy links to a number of CBA policies and guidance. These are: [Equality and Diversity Policy](#), [CBA Code of Conduct](#), [YAC Code of Behaviour](#), [Complaints Procedure](#), [Privacy Policy](#) and [Planning Safe Activities Guidance for the YAC](#), [Safer Recruitment Policy](#) and the [Digital Safeguarding Policy](#).

These policy and procedures are designed to reduce the risk of harm both to those engaging with the CBA and those working or volunteering for them. Everyone who comes into contact with children and adults at risk has a role to play in identifying concerns, sharing information and taking prompt action.

This policy and the procedures and the code of behaviour (Appendix B) apply to all staff employed by the CBA, the board of trustees, volunteers, students or anyone else operating on behalf of the CBA.

This includes YAC volunteers aged 16 and 17. While 16 and 17-year-old volunteers are in a position of responsibility to younger YAC members, the CBA still has a responsibility of safeguarding towards them. YAC groups affiliated to the CBA are required to have a safeguarding policy in place. If they do not have their own policy, they are able to adopt these policies and procedures.

The policy and procedures will be widely promoted and are mandatory for everyone involved with the CBA in any way. For employees, they form part of the terms and conditions of employment, and for volunteers, they are part of a **volunteer agreement**. Failure to comply with the policy and procedures will be addressed immediately and may ultimately result in dismissal or exclusion from the CBA.

### 3. Monitoring

The policy and procedures will be reviewed at least annually and, in addition, if any of the following three criteria are met:

1. There are changes in legislation or government guidance.
2. The Charity Commission require a review of the policies and procedures.
3. There is a significant change or event either at the CBA or relating to it.

### 4. Roles and Responsibilities

Safeguarding is everyone's business and organisations are safer places when everyone understands their role and responsibilities.

The **CBA** will provide our staff and volunteers with up-to-date, relevant safeguarding policies and procedures, including a code of behaviour. They will have a DSL(s) who respond to any safeguarding concern. They will support staff and volunteers to communicate with their members and to run groups which are fun, accessible and safe. All leaders and volunteers will be safely recruited, and they will receive an induction to the role which includes a basic awareness session in safeguarding. For YAC volunteers, this will be delivered by their branch leaders following the procedures set out in the [YAC Safeguarding Induction](#) document.

The trustees of the CBA have the legal responsibility for safeguarding at the CBA and have a nominated board member who takes lead responsibility for safeguarding (Safeguarding Champion). Trustees will ensure that safeguarding policies, procedures and a code of conduct are in place and up-to-date and that a DSL and deputy are appointed. The DSL and deputy DSL will have delegated responsibility for safeguarding and will provide regular updates to the trustees on safeguarding. The DSLs have responsibility for ensuring that:

- Safer recruitment practices are in place through the organisation and that training is provided and attended.
- They are compliant with reporting serious incidents to the Charity Commission. Details about this are available [here](#).

- The policy, procedures and code of behaviour are disseminated to all staff and volunteers.
- When working with other organisations or sub-contracting work, ensuring that due diligence is undertaken and that the organisation has the relevant safeguarding policies and procedures in place.
- They should promote a culture and environment whereby staff, volunteers and freelancers are empowered to raise concerns and feel supported in their safeguarding role.

**DSLs** are the people to whom all concerns about child or adult protection and allegations or concerns about staff or volunteers should be reported to. They have responsibility to manage these issues, to seek advice and to liaise with statutory authorities.

There are two designated safeguarding officers for the CBA. These are

Joanne Kirton: [joannekirton@archaeologyuk.org](mailto:joannekirton@archaeologyuk.org) 07738591744, 01904 521233

Neil Redfern: [neilredfern@archaeologyuk.org](mailto:neilredfern@archaeologyuk.org) 07437180732, 01904 521233

It is the responsibility of the leaders, including **YAC branch leaders**, to ensure that two leaders from each branch have undertaken the online safeguarding training provided by the CBA and that all other volunteers have undertaken the YAC Safeguarding Induction, and that they are aware of and understand the CBA safeguarding policies, procedures and code of behaviour (Appendix B).

All partner organisations are responsible for ensuring that they have their own safeguarding policies and procedures and that staff and volunteers have been recruited safely.

## 5. Whistleblowing and Escalation

**Escalation** is the process whereby, if an individual raising a concern either has a concern about the person they should be reporting it to, or if they feel that the right action has not been taken, they then speak to that person's line manager. An example of this may be a volunteer speaking straight to the DSL if they have concerns about the group leader.

**Whistleblowing** describes the process which is used when a person has a concern about safeguarding at the CBA but does not feel able to raise this through following this policy and procedures and speaking to the relevant person. Whistleblowing should only be used if the individual who wishes to



raise concerns feels that the CBA will not take the concerns seriously and action will not be taken or has a fear about the way they will be treated if they raise a concern. For staff, the policy on whistleblowing can be found in the Employee Handbook. If a volunteer has a concern which follows this criteria and they do not feel able to speak with a leader, DSL, or staff member at the CBA, they should contact the [NSPCC](#) on their dedicated helpline – 0800 028 0285.

## 6. Procedures

### Introduction

The procedures are divided into three sections for ease of reference:

1. Introduction to the principles of safeguarding children and adults, types of abuse, and signs and indicators of those who are perpetrators or victims of abuse.
2. Practical guidance about safeguards which should be in place. This section includes information on safer recruitment, training, setting up a new group, risk assessments, communication, consent, images and filming.
3. Guidance on recognising and responding to safeguarding concerns or allegations for volunteers and staff.

### 6.1. Section 1

#### 6.1.1. The Six Key Principles of Safeguarding

The Care Act (2014) incorporates six key principles of safeguarding. Although the Care Act is legislation aimed at the safeguarding of adults, the principles can be applied effectively across safeguarding children and adults.

##### 1. **Accountability**

We should be open with children and adults at risk and their parents and carers about the action we would like to take to keep them safe unless doing so would put them at further risk.

The organisation should be able to demonstrate how it safeguards users and how it trains and recruits staff and volunteers.

##### 2. **Empowerment**

It is important that we empower people to have control over their situations if they have experienced abuse or neglect. This means working in a supportive and encouraging manner, offering choices where possible and not putting pressure on people.

Adults have more choice in the actions they take when there are wellbeing or safeguarding concerns about them. It is good practice to seek consent from the adult or child and their parent or carer to take action and to report the concern as appropriate. Consider whether an adult may lack capacity to make decisions about their own and other people's safety and wellbeing. If you decide to act against their wishes or without their consent, you must record your decision and the reasons for this.

### **3. Partnership**

To ensure that everyone is kept safe and supported, the CBA should be working in partnership with a range of multi agencies. We will work alongside other agencies to train, safely recruit, signpost and report concerns on safeguarding and wellbeing.

### **4. Prevention**

Making sure that there are the right safeguards in place, an understanding of people's roles in safeguarding and how to report are key in preventing harm. When everyone in the organisation knows and understands the signs and indicators of abuse, they are more able to respond early.

### **5. Proportionality**

It is important to always take action if you have concerns about the safeguarding of a child or adult, but this response should be proportionate to the risk. Sometimes a discussion with the group leader and the parent may be enough; in another instance, you may need to call the emergency services.

### **6. Protection**

It is important to advocate and support those who may need protection and to take action (Care Act, 2014).

#### **6.1.2. Where Abuse Occurs**

The most common place for abuse to occur is in families or within relationships where one person has power over another, for example, a care setting, school or external group. It can also occur in communities and, more rarely, by strangers to the person.

It is important that anyone working or volunteering with children or adults knows what to look out for in those who are experiencing abuse and in those who may be presenting a risk or being abusive.

### 6.1.3. Signs and Indicators of Abuse

Listed below are some general signs and indicators which you may see in those who are either experiencing or perpetrating abuse.

- A change in behaviour.
- Seeming distant, upset or angry.
- Having marks or bruises which are unexplained.
- Taking less or more care in their appearance.
- Being secretive about who they are talking to, what they are doing and who they are seeing.

Appendix C contains more detailed information about the signs and indicators of abuse in both children and adults.

## 6.2. Section 2

### 6.2.1. Practical Guide to Safeguarding at the CBA

In the following section there is practical general information on safeguarding. This includes safer recruitment, training, risk assessments, communication, running groups, consent and the use of images and film.

### 6.2.2. Safer Recruitment

The CBA has an obligation to ensure that all employees and volunteers working with children and adults at risk are suitable to do so under the legislation of the four nations. It is an offence in all nations to knowingly employ someone undertaking regulated activities if they are barred from being employed.

The CBA will ensure that safer recruitment practices are implemented, including scrutinising applicants, verifying identity and relevant qualifications, obtaining references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the

barred list checks and prohibition checks, dependent on the role and duties performed, including regulated and non-regulated activity.

All staff and volunteers need to apply for the role and provide details for two referees. The CBA will endeavour to appoint a three-person interview panel (minimum two) to interview any prospective staff member or volunteer. YAC volunteer applications are reviewed by a three-member panel and CBA staff responsible for the administration of the YAC. Prior to application, potential YAC volunteers also need the approval of the Branch Leaders with whom they are applying to volunteer and cannot apply without undertaking an initial meeting to discuss the role and responsibilities.

There is more detail on Safer Recruitment procedures in the [Safer Recruitment](#) policy.

### 6.2.3. Training

Different roles in the organisation require distinct levels of training. All training should be updated at least every three years. When policies, procedures or guidance is updated, this should be disseminated throughout the organisation. The CBA will take opportunities to embed safeguarding and training around the issuing of policies at regular intervals to all staff and volunteers.

This training will be provided as set out below:

Title	Content	Attendees	When	Delivered by?
Basic awareness of safeguarding	Dissemination of relevant policies and code of behaviour, overview of safeguarding adults and children, their role in	All staff, trustees and volunteers. YAC volunteers will undertake the YAC Safeguarding Induction delivered by the YAC branch leaders.	Prior to starting role. Refreshed every 3 years.	

Title	Content	Attendees	When	Delivered by?
	safeguarding, recognising, responding to concerns, who to inform and confidentiality.			
Higher level safeguarding course	Safer recruitment, setting up and leading a group, risk assessments.	All group leaders, at least two people per YAC branch.	Prior to starting role. Refreshed every 3 years.	
Designated safeguarding leaders	Safeguarding governance in an educational charity, safeguarding culture, policy development, role of the DSL and trustee lead, responding to allegations, statutory safeguarding process, partnership working, learning from past cases.	Designated safeguarding leads, trustee with responsibility for safeguarding.	Prior to starting role, refreshed every 3 years.	Child Protection Training UK <a href="https://www.childprotectionuk.co.uk/">https://www.childprotectionuk.co.uk/</a>

#### 6.2.4. Risk Assessments

Before you undertake any sessions for children or adults who are at risk, a written risk assessment should be completed. This is the same for on and offline groups. Template risk assessments are available [here](#) for running groups. They will help you ensure that you are prepared for the session.

#### 6.2.5. Communication

Talk with the group about how you will communicate with them. If a vulnerable adult has a carer or support person, discuss together with them both the best ways to communicate with them.

A key principle of good safeguarding is not to be on your own with a child or an adult at risk. This includes communication before a group as well as the group itself. Communication with children (for example, about the date and time of an online meeting) should always be via the parent or guardian who can then share the information with the child. In the case of YAC young volunteers (16–17), consent should be sought from the parent or guardian for the YAC leader to communicate with them directly, always copying in the parent/ guardian. If a child or young person communicates with a volunteer or member of staff directly without copying in another adult, then make sure you have permission to contact them and reply copying in their parent or guardian and explaining why you are doing so.

If any safeguarding or wellbeing concerns are raised through these communications, please follow the procedures in Section 3.

#### 6.2.6. Setting Up a New Group

Before you launch any new group that involves children or vulnerable adults, ensure that you have worked with the CBA to recruit volunteers safely. Always undertake a risk assessment.

Communicate with the participants and their parents/carers about the group and how the group will be run. This should include how to access the meeting, what level of supervision the participant will need and how to contact you if there are any questions or queries. Do share the summary of safeguarding for the CBA, which should help ensure that everyone understands how the group will run and what is required of those attending, their parents and carers.

### 6.2.7. Consent

Personal or identifying details of children and adults (e.g. full name, address) who attend the CBA groups/activities should not be shared online. Written consent should be sought from parents or guardians and directly from those aged over 16 years as to what data you collect and how you will process this. A template consent form can be found [here](#). If you are not sure if an adult has the capacity to consent, talk with their carer or advocate and seek advice from the DSL if you are still not sure.

### 6.2.8. Information Sharing and Recording

While the General Data Protection Regulation (GDPR) 2016 and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully. However, it is not a barrier to sharing information where the failure to do so would result in a child/adult at risk being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children/adults; if unsure, do talk with the DSL. Any safeguarding or wellbeing concerns should be documented using the [incident reporting form](#). The CBA will work with key partners to ensure that any relevant safeguarding information is shared appropriately and in line with the law.

### 6.2.9. Images and Filming

CBA staff and volunteers want to be able to celebrate the achievements of children and adults at risk who take part in their work. Photography and film are invaluable ways to promote activities and to share ideas.

Safeguards must be put in place to ensure that informed consent is obtained and that images are not used where consent has not been sought or in ways which could be abusive.

If you are running an activity for children or adults at risk, written consent must be obtained from the parent, adult and carer if the person lacks capacity before the event. If the images are used publicly only first names should be used. Consent forms must be stored securely. Written consent about filming and the taking of photographs should be sought from those attending the session before the session takes place. Information should be given to those attending and their parents and guardians about what will be done with the recording, including how and with whom it should be shared. If



there are children included, this should also be sought from parents and carers. If there are adults with care and support needs who have a care or support person, consent should be discussed with them both.

If you would like to film or take pictures during a CBA activity you must:

- Explain to those attending the activity and, where appropriate, their parent(s) or carer(s) how the film/images will be used, giving real, practical examples where possible.
- Explain why you are doing it and the potential risks.
- Seek consent from the child/adult at risk as well as the parent/carer using the CBA consent form.
- Get consent BEFORE you have filmed/taken pictures.
- If images are used publicly only use the first names of those in the film/picture.

### 6.3. Section 3

#### 6.3.1. Recognising and Responding to Safeguarding Concerns or Allegations for Volunteers and Staff.

##### **Key principles for recognising and responding.**

- Recognise that abuse does happen and be aware of the signs to look out for. Abuse can occur online, in the physical environment or in a combination of both settings.
- If you have a wellbeing or safeguarding concern about a child or adult who is part of any CBA activity, you must never keep this to yourself. It may seem minor, and you may not be sure that it needs reporting, but it is better to react early on to any concerns.
- **Designated Safeguarding Leads** are the people to whom all concerns about child or adult protection, allegations or concerns about staff or volunteers should be reported to. They have responsibility to manage these issues, to seek advice and to liaise with statutory authorities. There are two designated safeguarding officers for the CBA. These are:

Joanne Kirton: [joannekirton@archaeologyuk.org](mailto:joannekirton@archaeologyuk.org) 07738591744, 01904 521233

Neil Redfern: [neilredfern@archaeologyuk.org](mailto:neilredfern@archaeologyuk.org) 07437180732, 01904 521233

- The CBA also has a Trustee Safeguarding Champion who is responsible for the strategic oversight of all safeguarding matters. **The Trustee Safeguarding Champion** is someone to talk with if you have concerns about the safeguarding culture, the way that safeguarding is managed or concerns which relate to either of the DSLs. You can contact the Trustee Safeguarding Champion, Jeremy Taylor, via [jeremy@supportforsurvivors.org](mailto:jeremy@supportforsurvivors.org).
- **Group leaders** are also people to whom you can talk about any safeguarding or wellbeing concern. Please do not share your concerns with friends or family.
- You may be concerned about breaching someone's privacy or confidentiality. Extended confidentiality enables you to be able to talk to the DSL without this being a legal breach of someone's confidentiality.
- Any concerns about safeguarding or wellbeing should be discussed with a DSL within 24 hours.

A simple, visual representation of the process below can be found in Appendix D.

**If you are concerned that someone is in immediate danger of harm.**

- Please call the police.
- If a child or adult needs emergency medical attention, call an ambulance. You, or the co-leader or helper, should contact the child's parents or adult's next of kin.

**1. Concerns about the safeguarding and wellbeing of children or adults.**

**Ways this may present;**

- A child or adult taking part in a CBA activity may tell you about something directly.
- A parent, guardian or carer may tell you about something directly.
- You may witness behaviour relating to wellbeing or safeguarding which concerns you.
- A member of staff or volunteer may tell you about something directly relating to safeguarding or wellbeing which concerns them.

**How to respond:**

- Listen.

- Reassure them that they have done the right thing by talking with you.
- Do not try to investigate by asking questions. Your role is to be the alerter, not the investigator.
- Explain that you will need to share, with whom and why.
- Make a record using the incident reporting form.
- Talk with a DSL who will consider if a referral needs to be made to the local social care team and or the police.

## 2. Concerns about the behaviour of a member of staff or a volunteer.

### Ways this may present;

- You may witness someone behaving in an unsuitable way with children or adults, harming a child or committing a criminal offence.
- A child, parent or adult attending a CBA activity may tell you about the behaviour of an adult which concerns you.
- A member of staff or volunteer may tell you that they are being investigated by their employee, social care or the police for behaving in a way which may have harmed a child or adult.
- There may be information on their criminal records check.

### How to respond:

- Listen.
- If someone shares information with you, reassure them that they have done the right thing.
- Do not try to investigate by asking questions. Your role is to be the alerter, not the investigator.
- Explain that you will need to share, with whom and why.
- Make a record using the incident reporting [form](#).

- Talk with the DSL who will consider any immediate safeguarding actions and will liaise with the Local Authority Designated Officer.

If you have any concerns which relate to the person that you should be reporting safeguarding concerns to, please speak with the person above them. For example, if you are a volunteer with the YAC and have concerns about a branch leader, speak to the DSL. If your concern relates to one of the DSLs, please speak to the other DSL or the safeguarding trustee champion. Please see refer to Section 5. for detailed information on whistleblowing and escalation.

### 3. Concerns about the behaviour of a group member.

#### Ways this may present;

- You may witness a member of the group behaving in an unsuitable way towards another member, e.g. bullying or discriminatory behaviour.
- A member of the group may tell you about the behaviour of a member of the group.
- A parent/guardian of a member of the group may talk to you about their concerns.

#### How to respond:

- Listen.
- If someone shares information with you, reassure them that they have done the right thing.
- Do not try to investigate by asking questions. Your role is to be the alerter not the investigator.
- Explain that you will need to share, with whom and why.
- Make a record using the incident reporting [form](#).
- Talk with the person and, if they are a child, their parent or guardian, to try to find out what they want to happen but do not make promises you cannot keep.
- If you have safeguarding or wellbeing concerns, talk with the DSL who will consider any immediate safeguarding actions and will liaise with the Local Authority Designated Officer.

## 7. Additional Resources

If you have any questions or queries about this policy or any other matter relating to safeguarding or wellbeing, this is a list of people and places to go:

- Safeguarding Lead for the CBA
- [NSPCC](#)
- [ChildLine](#)
- [CEOP think you know](#)

## 8. References

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## 9. Appendices

### 9.1. Appendix A: A summary of safeguarding at the CBA for children and vulnerable adults

\*\*\*This is available in a child friendly version here: [Download User Friendly Guide for Children and Parents/Carers](#)\*\*\*

#### **Aim**

We want to help you enjoy archaeology whilst keeping everyone in the groups safe.

#### **When you are taking part in a group ...**

Treat people with respect.

Talk with your parent, carer, a leader or an adult you trust if you have any worries or concerns about the YAC group or the CBA.

#### **The leaders and helpers ...**

Should treat you with respect.

Should enable everyone to participate in the group.

Should set a good example in the way that they behave and should not be rude.

Should not have favourite people in the group.

Should never speak to you or touch you in a way that is upsetting or involves you keeping a secret.

If they want to take a photograph of you or film part of the activity, they should have permission from you and written permission from your parents/ carers or advocate.

Should help you if there is anything you don't understand.

Should not be on their own with you.

Should not be friends with you on social media through their personal account.

Should communicate with you through your parents if you are under 16.

Should copy in your parents when they communicate with you if you are 16–18.

Will respond if they have any concerns about a person's wellbeing or safety. They will talk to you about the action that they will take unless to do so could make you unsafe.

If you have any questions about how you or others should be or are behaving, please talk with your parent or guardian, the leader of the group or you can contact the leader for safeguarding at the Council for British Archaeology or the NSPCC helpline – 0808 800 5000.

The people responsible for safeguarding at the CBA are:

Joanne Kirton: [joannekirton@archaeologyuk.org](mailto:joannekirton@archaeologyuk.org) 07738591744, 01904 521233

Neil Redfern: [neilredfern@archaeologyuk.org](mailto:neilredfern@archaeologyuk.org) 07437180732, 01904 521233

### **Parent/Guardian/Carers and Advocates**

The CBA have a safeguarding policy which can be found [here](#). Any activities run will have been risk assessed by the leader. If you want more information or have any questions, do talk to the leader or the DSL whose details are on the previous page.



## 9.2. Appendix B: Code of Behaviour

Everyone working or volunteering with the CBA has a responsibility to ensure that children and adults at risk are protected from abuse. This code of behaviour applies to behaviour in the physical and online environment. Any alleged breaches of the Code of Behaviour should be reported in the first instance to your line manager, to a YAC branch leader or to one of the Designated Safeguarding Leads (DSLs)

### Rights

- Treat everyone equally, with dignity and respect.
- Model good behaviour.
- Value everyone's contributions and involve participants in planning and reviewing activities.
- Respect people's right to personal privacy. This includes giving people a choice about how they chose to engage. Examples of this in the physical environment may include not wanting to have an image taken. In the online environment, this could be having their camera turned off.
- Allow people to talk about any concerns they have.
- Do not make suggestive remarks or threats to anyone, even in fun.
- Do not permit abusive behaviour, such as bullying.
- Do not make inappropriate promises, particularly in relation to confidentiality, e.g. you can tell me and I will keep it to myself.

### Responsibilities

- Make sure everyone you are working with is aware of this Code, the safeguarding policy and procedures and the digital safeguarding policy.
- Plan activities that involve more than one other person being present; do not start groups until two adults are present and only go into smaller groups or use breakout rooms if you have enough adults to ensure that each group has two adults.
- Encourage others to challenge attitudes and behaviour they do not like.
- Do not use images or recordings of young people when consent has not been given or for purposes outside the limits of that consent.

- Report any allegations, suspicions or concerns about safeguarding.

## Relationships

- If you do come into contact with children or adults at risk whom you know through the CBA, outside of the groups in the physical environment or online, e.g. through your personal social media accounts, maintain a professional distance, refuse friend requests or follows.
- Do not engage in any behaviour which is in any way abusive.
- If a situation arises where a child communicates with you online individually, or you are in a group with no other adults, explain to the child about the rules and take action, e.g. reply back copying in the parent, stop the meeting until the other adult arrives.
- If someone specifically asks for or needs some individual time with you, for example, to discuss a safeguarding or wellbeing concern, ensure other staff or volunteers know where you and the person are and let the leader and DSL know about the incident.
- Do not give children or adults at risk your personal contact details or those of other staff members or volunteers (telephone numbers, email addresses, social media details or postal address) for reasons other than directly linked to CBA activities, and do not use someone's contact details for anything other than the purpose for which they were given. If a child or adult at risk tries to follow or befriend you through your personal account, explain why you cannot allow this.

## 9.3. Appendix C: Signs and indicators of abuse in children and adults.

### 9.3.1. Signs and Indicators of Abuse in Children

This section describes the types of behaviour or physical signs which you may see if a child is experiencing abuse.

We do not expect you to remember all the different signs and indicators of abuse or to remember which category they fit into. The most important thing is that if you have any concerns about someone's wellbeing or safety is that you speak to the leader or DSL.

These are some general signs to be aware of which may indicate that a child is experiencing abuse:

- Unexplained changes in behaviour or personality, including becoming withdrawn, anxious or aggressive.
- Lacking social skills and has few friends, if any.
- Poor bond or relationship with a parent or carer.
- Knowledge of adult issues inappropriate for their age.
- Running away or going missing.
- Always choosing to wear clothes which cover their body.

Listed below are the definitions of abuse and the signs and indicators which you may see. Be aware that someone may experience more than one type of abuse. Emotional abuse is involved in all types of child abuse, as well as being a category on its own.

#### **Physical**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or guardian fabricates the symptoms of, or deliberately induces, illness in a child.

### **Signs and indicators**

- Frequent injuries
- Unexplained or unusual fractures or broken bones
- Unexplained bruises or cuts, burns or scalds or bite marks

### **Emotional**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

### **Signs and indicators**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or guardians who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or guardians blaming their problems on their child.
- Parents or guardians who humiliate their child, for example, by name-calling or making negative comparisons.

### **Sexual**

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. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They

may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Signs and indicators**

- Children who display knowledge, language or interest in sexual acts inappropriate to their age.
- Children who ask others to behave sexually or play sexual games.
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### **Child sexual exploitation (a form of sexual abuse)**

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Signs and indicators**

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional wellbeing.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

## **Neglect**

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. Once a child is born, neglect may involve a parent or guardian failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- b. protect a child from physical and emotional harm or danger.
- c. ensure adequate supervision (including the use of inadequate caregivers).
- d. ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Signs and indicators**

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g. not having a winter coat.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence.
- Children who are often angry, aggressive or self-harm.
- Children who fail to receive basic health care.
- Parents who fail to seek medical treatment when their children are ill or are injured.

## **Extremism**

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

### **Signs and indicators**

- Isolating themselves from family and friends.
- Talking as if from a scripted speech and unwilling or unable to discuss their view.

- A sudden disrespectful attitude towards others.
- Increased levels of anger and increased secretiveness, especially around internet use.

### **Child Criminal Exploitation**

Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Signs and indicators**

- Frequently absent from and doing badly in school.
- Going missing from home, staying out late and travelling for unexplained reasons.
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent, isolated or withdrawn.
- Having unexplained money and buying new things.
- Wearing clothes or accessories in gang colours or getting tattoos.
- Using new slang words.
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- Self-harming and feeling emotionally unwell.
- Taking drugs and abusing alcohol.
- Committing petty crimes like shop lifting or vandalism.
- Unexplained injuries and refusing to seek medical help.
- Carrying weapons or having a dangerous breed of dog.

## **Grooming**

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.

## **Signs and indicators**

- Being very secretive about how they are spending their time, including when online.
- Having an older boyfriend or girlfriend.
- Having money or new things like clothes and mobile phones that they cannot or will not explain.
- Underage drinking or drug taking.
- Spending more or less time online or on their devices.
- Being upset, withdrawn or distressed.
- Sexualised behaviour, language or an understanding of sex that is not appropriate for their age.
- Spending more time away from home or going missing for periods of time.

Department for Education, (2018)

HM Government, (2015)

NSPCC, (2020)



### 9.3.2. Signs and Indicators of Abuse in Adults

This section describes the types of behaviour or physical signs which you may see if an adult is experiencing abuse.

We do not expect you to remember all the different signs and indicators of abuse or to remember which category they fit into. The most important thing is that if you have any concerns about someone's wellbeing or safety is that you speak to the leader or DSL.

This list is not exhaustive and if someone has one of these signs or indicators that, in itself, is not proof they are being abused. It is an indicator that something is not right and that action needs to be taken. Some of these indicators may also indicate that a crime has been committed.

These are some general signs to be aware of which may indicate that an adult is experiencing abuse:

Behavioural signs of abuse in an adult may include:

- Becoming quiet and withdrawn
- Being aggressive or angry for no obvious reason
- Looking unkempt, dirty or thinner than usual
- Sudden changes in their character, such as appearing helpless, depressed or tearful
- Physical signs – such as bruises, wounds, fractures or other untreated injuries
- The same injuries happening more than once
- Not wanting to be left by themselves, or alone with particular people
- Being unusually lighthearted and insisting there's nothing wrong

Other signs include a sudden change in their finances, such as not having as much money as usual to pay for shopping or regular outings, or getting into debt. Watch out for any official or financial documents that seem unusual and for documents relating to their finances that suddenly go missing (NHS, 2018)

For adults, the types of abuse are divided into ten categories (Care Act, 2014). To see a full list of the types of abuse and the signs and indicators you may see, please visit [this website](#) for the Social Care Institute for Excellence.


9.4. Appendix D: Flow chart for recognising and responding to safeguarding concerns or allegations for volunteers and staff.



## 10. Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	April 2021	Becca Faal	April 2022

### Ratification

Role	Name	Signature	Date
Director	Neil Redfern		12/04/2021

### Details of Policy Updates

Date	Details