

LTM Safeguarding Policy

Version v4

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Policy owner: Edmund Rudder

Note: this document should be read in conjunction with the LTM Safeguarding Procedures, and the Safer Recruitment Policy and Procedures

Safeguarding statement from the Trustees of London Transport Museum

London Transport Museum explores the story of London and its transport system over the last 200 years, highlighting the powerful link between transport and the growth of modern London, culture and society since 1800. We care for over 450,000 items - preserving, researching and acquiring objects to use in our galleries, exhibitions and other activities.

As well as exploring the past, the Museum looks at present-day transport developments and concepts for urban transportation in the future, which includes a contemporary collecting policy for the benefit of future generations.

One of our specific goals is to promote opportunities for children and young people to engage with the richness of our collection, enjoy education and employment opportunities through the museum and our wider transport community, and participate in the debate about the future of London.

At London Transport Museum, we are committed to Safeguarding excellence for children, young people and vulnerable adults who engage with all our activities including our collections, programmes, education and employment initiatives. We believe that the welfare of children and vulnerable adults is paramount, and that all children and vulnerable adults, whatever their age, culture, disability, gender, racial origin, religious beliefs or sexual identity have the right to protection.

We will ensure that all concerns and allegations of abuse will be taken seriously and responded to swiftly and appropriately; and that our staff, volunteers, associates and trustees will be trained and know how to respond to concerns raised.

London Transport Museum will promote a positive ethos of collaboration with children and/or vulnerable adults. We will take every reasonable step to ensure that all children and vulnerable adults engaged with our services are safe and protected.

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INTRODUCTION

Purpose and Scope

This policy is in place to ensure that the Museum is following the requirements of the 2006 Safeguarding Vulnerable Groups Act and upholding the highest standards of Safeguarding.

The Safeguarding Policy applies to everyone working at London Transport Museum, including employees, contractors, temporary workers, freelancers and volunteers.

It is mandatory for everyone working at the Museum to abide by the Museum's Safeguarding policy, procedures and guidance. Anyone found not to have followed the policy may be subject to disciplinary action or alternative appropriate action if they are not an employee.

This document was put together with support from the NSPCC who are experts in this field. It contains lots of information and a high level of detail, and staff may find it helpful to refer to the LTM Safeguarding Procedures, the Museum Operations Manual and the Safer Recruitment policy for further guidance. Practical advice can also be sought from the Museum's Designated Safeguarding Leads.

Definition of Safeguarding

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working Together to Safeguard children 2013 as:

- protecting children from maltreatment;
- preventing impairment of children's health and 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

Trustees of charities which work with vulnerable groups, including children, must always act in their best interests and ensure they take all reasonable steps to prevent harm to them. Having safeguards in place within an organization not only protects and promotes the welfare of children but also it enhances the confidence of trustees, staff, volunteers, parents/carers and the general public.

For the purposes of child protection legislation, the term 'child' refers to anyone up to the age of 18 years. Safeguarding also applies to vulnerable adults who are at risk of harm. An adult at risk is defined as one 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.

Principles

The principles that underpin LTM's approach to Safeguarding are:

- **Welfare is paramount** – this means that safety and protection of children and adults at risk must be the most important consideration and take priority over everything else;
- **We will recognise** concerns that a child or adult at risk is being harmed or might be at risk of harm;
- **We will respond appropriately** to a child or adult who is telling us what is happening to him or her;
- **We will refer** the concerns, if appropriate, to the appropriate children's or adult social care services, and/or police;
- **We will record** the concerns appropriately and any subsequent action taken; there will be **no delay** in passing on concerns;
- **We will have procedures for resolution and escalation** – LTM has a responsibility to ensure that it follows up any referrals made and take further action if it considers appropriate if protective action has not been taken.

It is not the role of LTM staff and volunteers to decide if a child or adult has been abused rather it is our role to identify and pass on concerns to the relevant authorities to investigate.

1. Safeguarding structure, roles and responsibilities

1.1. The Trustee (Lead Responsibility for Safeguarding) will:

- champion Safeguarding issues at Board level, with particular knowledge and understanding of expectations of the Charity Commission;
- ensure Safeguarding policies and procedures, including e-safety and Safer Recruitment policies and processes, are in place, communicated and understood by all staff and volunteers;
- ensure ongoing monitoring and review of child and adult protection arrangements to ensure that safeguards are being implemented and controls in place are effective;
- ensure that the organisation is listening to and responding to feedback and complaints raised by children, adults and their families;
- support the role of the Designated Safeguarding Leads and Senior Manager (Safeguarding);
- promote an environment whereby all staff and volunteers, are enabled to raise concerns and feel supported in their Safeguarding role;
- ensure that the Safer Recruitment processes are robust and send a clear message that the organisation does all it can to provide a safe place for children, adults at risk and their families;
- ensure that staff and volunteers are provided with Safeguarding and Safer Recruitment training relevant to their role and responsibilities;
- ensure that serious Safeguarding incidents are reported to the Charity Commission and that procedures are in place to report incidents to other appropriate Safeguarding and regulatory bodies.

1.2. The Senior Manager (Safeguarding) will:

- promote the importance of Safeguarding across the organisation;
- appoint the Designated Safeguarding Lead(s) (DSL)
- Oversee the process for dealing with Safeguarding allegations or concerns against LTM staff or volunteers or contractors;
- ensure that the LTM meets the requirements of its insurers regarding its Safeguarding responsibilities;
- chair the Safeguarding Board;
- evaluate the effectiveness of Safeguarding within the organisation;
- ensure the Safeguarding and Safer Recruitment Policy and Procedures are reviewed on an annual basis;
- produce information for senior managers and Trustees, and in particular provide an annual report on Safeguarding activity and related issues for the Senior Management Team (SMT) and Trustees.
- review and agree the training plan for Safeguarding for staff and volunteers;
- take a key role in the Museum's Disclosure and Barring Service (DBS) checks on individuals – see Appendix 1 (Interim DBS Policy) for more information.

This role is currently undertaken by the Chief Operating Officer

1.3. The Designated Safeguarding Leads (DSLs)

- maintain a specialist level of knowledge and expertise regarding Safeguarding and Safer Recruitment, including training to an advanced level;
- act as the first or second point of contact for staff or volunteers concerned about the safety and welfare of a child or adult;
- advise and provide guidance to staff concerned about a child or adult protection issue;
- be responsible for making referrals to the authorities if there are concerns about a child or adult;
- liaise with appropriate local agencies for support and advice as necessary;
- be familiar with the pan-London Safeguarding Children Board (LSCB) procedures and local authority procedures for Safeguarding adults;
- support staff/volunteers after they have shared their concerns about a child or adult;
- keep accurate records of concerns about children or adults and actions taken and outcomes;
- act as DBS Officer, supporting the DBS processes and the Deputy DBS Officers; be part of the decision-making process as needed in the Safer Recruitment Policy
- monitor LTM's Safeguarding Policy, Safeguarding Procedures and Safer Recruitment policy and procedures; suggest changes as appropriate and contribute to the annual review;
- ensure LTM's Safeguarding Policy, Safeguarding Procedures and Safer Recruitment policy and procedures are communicated to staff and beneficiaries as appropriate;
- collect monitoring data on Safeguarding activities;
- ensure that all staff, volunteers and contractors are aware of the policy and procedures through the various Museum departments and communication channels including staff and volunteer inductions.
- ensure and maintain secure data storage area for Safeguarding information, and control access to this area Prepare reports to the Board as needed
- Organise Safeguarding and Safer recruitment training for staff as needed
- Attend the DSL safeguarding committee to communicate, update on any safeguarding concerns, procedural changes and best practices.

There will be multiple DSLs across several teams. This will allow for extended coverage of the Museum's operations. These staff will be drawn from the Museum's middle management team.

Throughout this document, the Term DSL will be used to refer to anyone acting as a DS.

Ed Rudder Head of Operations and Resourcing	Janette Palmer Head of Customer Service	Sam Clift Volunteer Resource Manager	Chad Dunham Safety and Citizenship Operations Manager	Beth Atkinson Young People's Programme Manager	Geoff Rowe Asst Director Operations	Rebecca Wood Head of Learning & Development
Lead DSL, safeguarding training and reporting	DSL:	Volunteer DSL:	S&C DSL Liason	Learning Support DSL	Operations: HR, SMT DSL	DSL:
Tel: 0207 565 7460	Tel: 020 7565 7427	Tel: 0207 379 6344	Tel: 0207 565 7303	Tel: 0207 126 1479	Tel: 020 7565 7438	Tel: 0207 126 4927

1.4. Line Managers, Supervisors and Duty Managers across LTM will:

- be familiar with the LTM's Safeguarding Policy and Safeguarding Procedures, and attend training as appropriate;
- act as the first point of contact for staff or volunteers concerned about the safety and welfare of a child or adult;
- ensure staff, volunteers and contractors are informed about the procedures and know who to contact if they have a concern about the safety and welfare of a child or adult;
- communicate to staff/volunteers/contractors any changes in the Safeguarding Policy and Safeguarding Procedures;
- ensure that new staff/volunteers/contractors understand the Safeguarding Policy and Safeguarding Procedures early on in their induction period;
- Duty Managers will have additional training to the same level as DSL, without the requirement for reporting

1.5. The Safeguarding Board

The Safeguarding Board will meet at least once a quarter. Its terms of reference are to:

- be responsible for the strategic implementation of the Safeguarding Policy, Safeguarding Procedures and Safer Recruitment policy and procedures;
- provide support and advice to the DSLs on Safeguarding issues as required;
- review Safeguarding incidents that have arisen on a quarterly basis and consider any actions needed to improve practice, policy or procedures;
- contribute to the annual Safeguarding report prepared for SMT/Trustees.

1.6. Disclosure and Baring Service (DBS) Officer and Deputy DBS Officers:

For the operation of the Museum's Safer Recruitment Policy, a DBS Officer (or officers) and Deputy DBS Officer(s) will be appointed. The Museum's DSL(s) will act as DBS Officer(s).

2. Code of conduct - Safeguarding behaviours

2.1. TfL Code of Conduct

All staff and volunteers are expected to adhere to the TfL Code of Conduct.

2.2. LTM Code of Conduct for Safeguarding Behaviours-

In addition to the TfL Code, LTM has a Code of Conduct for Safeguarding Behaviours which applies to everyone working within or on behalf of LTM. Its purpose is to clarify LTM's expectations of behaviour. The Code serves to protect those with whom LTM works as well as all staff, volunteers and contractors.

The Code applies to interactions between the Museum and its audiences/beneficiaries and between members of the Museum workforce. The Museum recognises that its workforce may contain children and/or adults at risk. The code is not intended to prevent the creation of close working relationships between colleagues, nor the development of genuine friendships. However, all staff and volunteers should be aware of any position of trust that they hold (see 2.5 below) and ensure they always behave appropriately.

2.2.1. LTM Safeguarding Behaviours: staff and volunteers are expected to:

- treat all children and adults at risk with respect including respect for diversity. Their welfare must always be put before achieving the goals of the project or placement;
- work in partnership with other departments and organisations to ensure that everything possible is done to safeguard and promote the welfare of children and adults at risk;
- adhere to all policies and guidance on e-safety and social media activity;
- cooperate with any vetting and recruitment requirements appropriate to role;
- ensure that, whenever possible, there is more than one adult present during activities with children, or that they are at least within sight or hearing of others – unless the reason for this has been firmly established and agreed with their manager;
- ensure that language and conversation is appropriate when talking with or within hearing distance of children, young or vulnerable people;
- be aware of your own behaviours when around young people e.g. avoid smoking and/or drinking alcohol in their presence;
- avoid being left alone with a single child or adult at risk. Plan your time with them to be in open plan space, or with other colleagues; avoid private or unobserved situations unless this is a part of your work role and it has been agreed by your line manager/supervisor;
- act upon any suspicion that a child or adult is being abused in any way (including if a disclosure of abuse is made) by following the Safeguarding Procedures. Statements about or allegations of abuse or neglect made by children must always be taken seriously;
- be clearly visible as representatives of LTM and always wear a name badge in public facing roles when working with children and adults.

2.2.2. Behaviours which staff and volunteers are not permitted to do

It is not permissible (and in some instances may be unlawful) for an individual to:

- use their position to intimidate, bully, threaten, injure, discriminate against, coerce or undermine any child or adult at risk
- make sexually suggestive or derogatory remarks or gestures to, or in the presence of, a child or adult at risk
- encourage or assist others, including children, to break the law in any way
- invite a child, adult at risk or other Museum service user met through their employment, work placement or volunteering into their home
- carry out duties or volunteering while affected by substances such as alcohol, solvents or drugs (see TfL Drugs/Alcohol Policy and Procedures)
- engage in, or attempt to engage in a sexual or inappropriate relationship with a child or adult at risk, including the use of suggestive conversations or comments by texting or emails or social networking or face to face
- breach confidentiality or seek information to which they have no right of access
- allow individuals to gain access to children or adults at risk, without having completed the appropriate checks and processes
- allow staff to initiate any physical contact with children or young people. If a child or adult initiates any physical contact (e.g. approaches you for a hug) deflect them where possible politely. The main principles of physical contact are: it should be in response to the needs of the individual, appropriate to the age and stage of development of the person and be within a professional context only
- shout at a child or vulnerable adult unless it is appropriate that they hear your instruction because they are in danger or at risk of danger
- engage in any physical rough and tumble play with children or adults you are working with
- take a child, young or adult out of a public place into a closed area on a one to one basis unless this is part of your work/volunteering and has been agreed by your line manager
- physically restrain a child or adult unless the restraint is to prevent physical injury of the child/vulnerable adult/other children/visitors or staff/yourself

2.1. Online behaviour

LTM recognises the opportunities and challenges new technology brings to those working with children and young people. We advocate applying the same principles, expectations and standards for interacting and communicating with children and adults online as in other areas of practice, maintaining personal and professional boundaries in our communications and contacts with children, and their families.

See LTM See TfL's Acceptable Usage Policy

<https://sharelondon.tfl.gov.uk/pt/tms/Management%20System/P049.pdf>

Social media policy:

<https://sharelondon.tfl.gov.uk/pt/tms/Management%20System/P102.pdf>

The term 'e-safety' is defined here as the process of limiting the risks to children and young people when using the internet, digital and mobile technology. To this end LTM expects the following online behaviour by staff, volunteers and contractors:

- when communicating with children or adults online observe the same rules of behaviour as if speaking with them in person, that is by being polite, respectful, not swearing or saying anything (using the written word, images or icons) that could be regarded as sexual innuendo, bullying or discrimination. Always maintain professionalism in your communications online and on mobile devices. Remember that in online communications you cannot be sure who you are actually communicating with;
- LTM IT equipment (including computers, laptops, mobile phones, notebooks, cameras, etc) must not be used to view, download, create or share illegal content (such as abusive images of children) or material inappropriate to the workplace, e.g. pornography;
- contact with children online should only be with the knowledge and approval of your line manager and strictly for LTM work purposes only;
- if staff or volunteers identify e-safety concerns – be they be about illegal online content or suspicious behaviour by another adult online – then they must follow the LTM Safeguarding Procedures for reporting on those concerns; or use the whistleblowing service.
- that any images that are taken (e.g. film or photographs) are business-appropriate
- where an image has been taken that requires the completion of an LTM Consent Form it must be stored on an LTM drive and subsequently deleted on personal camera, phone or any other mobile device.

2.2. Behaviour that is not permitted:

In respect of any child met through work for or on behalf of LTM staff, and volunteers, must not:

- seek to befriend a child or their family online whom you have met through work for any purpose whatsoever including for developing a personal and/or sexual relationship;
- give their personal contact details (including personal mobile number and e-mail address) to any child or adult at risk. This includes mobile phone numbers, home address, social networking accounts, personal website/blog URLs, online image storage sites, passwords etc;
- communicate with any child or adult at risk via any personal social networking sites;
- use the internet or web-base to communication to send personal messages to anyone unless this is part of official LTM business using professional accounts and devices, such as LinkedIn;
- ask to become an online friend/contact of a child or adult at risk on personal social networks;
- add/allow a child or adult at risk to join your contacts/friends list on personal social networking profiles;
- share personal details with any child on a personal social network site;
- use your own digital camera/video for work – this includes integral cameras on mobile phones unless this has been approved of my line manager.
- to knowingly play online games with any child unless part of official LTM business using professional accounts and devices;
- send any illegal or inappropriate content (written, images or icons);

- use your personal mobile phone to communicate with children or adults at risk. This includes phone calls, texts, emails, social networking sites etc.

2.3. Abuse of a Position of Trust

All staff and volunteers should understand the need to maintain appropriate boundaries in their dealings with children and young people. When you are working with children on behalf of the LTM you are acting in a position of trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise because of this relationship.

Young people of 16 or 17 can legally consent to sexual activity but they may still be relatively immature emotionally. It is essential that those who may be in a position of responsibility and trust recognise this vulnerability and ensure that it is not exploited.

Where a person aged 18 or over is in a specified position of trust¹ with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity even if the young person is ostensibly consenting.

- Any behaviour, which might allow a sexual relationship to develop between the person in a position of trust and the children in their care, must be avoided.
- Any sexual relationship within a position of trust relationship is unacceptable so long as the relationship of trust continues.

¹ Sexual Offences Act 2003. Sect 16-19 re-enacts and amends the offence of abuse of position of trust

3. Identification and reporting of concerns about a child or adult at risk

3.1. How concerns may arise

A concern about the safety of a child or adult at risk might arise because:

- A child or adult says that s/he is being abused or telling you about an experience or event that has happened to them that you think would be harmful (this is sometimes referred to as a 'disclosure' – not to be confused with a disclosure to do with a vetting check for the Disclosure and Barring Service (DBS));
- You identify signs or indicators of child or adult abuse or neglect;
- The person's behaviour is inappropriate and gives cause for concern e.g. a visitor or teacher;
- You directly witness someone being harmed by an adult or another child;
- Somebody tells you (for example another child, or a member of the public) either face to face or by any other means of communication, that a child or adult is being harmed or is at risk of harm;
- The behaviour of an adult towards a child or adult at risk gives you cause for concern;
- An adult survivor of abuse tells you about their experience of abuse in childhood – this can be referred to as 'historical abuse'. However, the perpetrator may still be alive, and children may therefore be at risk.

3.2. Identification of abuse

The majority of the Museum's interactions with children arise from visits to the galleries and educational outreach programmes, and staff will not have the opportunity to observe changing patterns of behaviour. Nevertheless, staff and volunteers should be aware of the indicators of child and adult abuse, particularly where interactions are longer or more frequent, or where the children or vulnerable adults are themselves part of the Museum workforce or volunteers.

See Appendix 3: Definitions of child abuse and adult abuse

See Appendix 4: Signs and indicators of abuse to children and adults at risk

3.3. Reporting concerns

The process for reporting concerns can be found in the LTM Safeguarding Procedures.

4. Responding to and managing Safeguarding allegations against a staff member, volunteer or contractor

4.1. Definition of a Safeguarding allegation

This is where a person (staff/volunteer/contractor) has:

- a) behaved in a way that has harmed a child/adult at risk, may have harmed a child/adult at risk or might lead to a child/adult at risk being harmed;
- b) possibly committed or is planning to commit a criminal offence against a child/adult at risk or related to a child/adult at risk, or;
- c) behaved towards a child/adult at risk in a way that indicates s/he is or would be unsuitable to work with children/adult at risk.

An allegation may concern one or more children. It can be about any child or adult, for example, those:

- attending the Museum or an outreach activity;
- not known to LTM;
- that the employee or volunteer has contact with in his or her community/home life; or
- who are the son or daughter, or other relative, of the employee or volunteer.

The allegation may:

- not directly have a 'known child' victim as such. For example, if a staff member or volunteer is accessing abusive images of children online or using the internet to groom children with the intent to harm in future;
- be about any type of abuse;
- concern a breach of the TfL/LTM codes of conduct;
- relate to a staff member or volunteer who has left LTM (known as a 'historical allegation').

A Safeguarding allegation may arise when:

- a child or parent/carer makes a direct allegation against an individual staff member or volunteer;
- an employee/volunteer directly observes behaviour that is cause for concern;
- LTM receives a Safeguarding allegation (e.g. by phone, letter or email) from a person, including, but not limited to a member of the public or a professional;
- a member of the public or a professional tells a staff member or volunteer face to face
- it is made in the course of another internal procedure, for example a disciplinary or someone whistleblowing or making a complaint;
- LTM is informed by the police or local authority or another organisation that an individual is the subject of a child protection and/or criminal investigation;
- information emerges from the renewal of a DBS that a staff member or volunteer may have committed an offence or been involved in an activity that could compromise the safety of a child or children;

- an employee or volunteer informs LTM that they have been the subject of allegations, have actually harmed a child/adult, or committed an offence against or related to a child/adult at risk.

4.1.1. The procedures for managing Safeguarding allegations must be followed consistently in all instances, regardless of how the Safeguarding allegation arises or from whom, or whether it is shared with the LTM by email, face-to-face contact, social networking, telephone or letter.

4.1.2. There may be up to four strands in the consideration of any Safeguarding allegation:

- Enquiries and assessment by children's social care about whether a child needs protection and/or services;
- A police investigation of a possible criminal offence;
- Consideration by an employer of disciplinary action in respect of the individual;
- Referral for 'consideration to bar' a person from working with children/adults at risk (i.e. referral to the Disclosure and Barring Service) and/or referral to a professional registration body for professional misconduct.

4.2. Process for managing a Safeguarding allegation

The LTM Safeguarding Procedures outline what you should do if a Safeguarding allegation or concern arises in respect of an LTM employee or volunteer. This also includes the management of allegations against TfL staff who are volunteering for LTM as ambassadors, Transport Youth Engagement Officers or mentors.

Further information can be found in the LTM Safeguarding Procedures

5. Recording and record retention

5.1. Record keeping regarding a Safeguarding allegation

It is essential that LTM keep a clear and comprehensive record of any concern or allegation made against an individual, including details of how each allegation is followed-up and resolved, and details of the decisions reached, and any action taken. The purpose of the record is to:

- enable accurate information to be given in response to any future request for a reference;
- provide clarification in cases where a future DBS disclosure reveals information from the police that an allegation was made but did not result in a prosecution or a conviction;
- prevent unnecessary re-investigation should an allegation resurface after time;
- provide evidence and information if a decision is made to refer the person for consideration to be barred from working with children and/or adults;
- enable the LTM to review and improve policies, procedures and practice based on learning and feedback.

For the purpose of security, record locations will not be distributed in any of our policies or procedures.

5.2. Record retention and destruction

Where the retention of information gives rise to concerns regarding compliance with the General Data Protection Regulations, the DSL and SCA should seek advice from TfL and the relevant authorities, including the LSBC and the Information Commissioners Office.

6. Information sharing and confidentiality

6.1. Sharing information where there is a concern

Effective information sharing between professionals and local agencies is essential for effective identification, assessment and service provision. Keeping children or adults safe requires information about them to be shared with relevant agencies to piece together information to obtain a full picture of the child/adult and his/her circumstances. Individual pieces of information can reveal a very different picture when combined.

In the event of a concern, disclosure or allegation, the DSL is authorised to share relevant information with the appropriate agencies. Information will also be shared with the Trustees.

7. Arrangements for third parties visiting, hiring or undertaking work experience at the Museum.

Many organised groups who visit the Museum will have their own Safeguarding Policy and Safeguarding Procedures in place e.g. a school. If a concern arises about a child or adult who is part of an organised group, then the concern should still be addressed.

It is recognised that schools and colleges expect young people undertaking work experience placements to develop independence, responsibilities, and the ability to make their own decisions and to apply learning. LTM staff may be asked to supervise a work experience placement for a person aged 16-18 years.

Museum premises may be hired by organised groups or private individuals. As part of the booking process, organisations who are booking the premises to provide activities for children will be expected to have the following minimum Safeguarding standards in place and will confirm that they have such arrangements in place:

- A Safeguarding policy and procedure;
- Safer recruitment procedures for those that are providing regulated activity

Further information can be found in the LTM Safeguarding Procedures

8. Escalation process – what to do if Safeguarding concerns are not being appropriately acted upon

- 8.1 Escalation is the course of action that should be taken where there are concerns that the safety of a child or adult at risk is compromised and the current action of either LTM or other external agencies does not support effective action to Safeguarding.

Further information can be found in the LTM Safeguarding Procedures

9. Photography and filming

See full procedure in the Operations Manual.

Appendix 1

Definitions of child and adult abuse and neglect

Information can also be found on the NSPC website: <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

Child Abuse and Neglect²

Physical abuse

Physical abuse 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 carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is 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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- seeing or hearing the ill-treatment of another;
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve:

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

² HM (2015) *Government Working Together To Safeguard Children*

- 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 (including via the internet).

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power, and status. It can involve violent, humiliating and degrading sexual assault. In some cases young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they're voluntarily engaging in sexual activity with the person who is exploiting them. CSE doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, and/or care and/or education at some point.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Adult Abuse and Neglect

Physical abuse may include hitting, slapping, pushing, punching, kicking, burning, biting, suffocating, and misuse of medication, restraint, physical intervention or inappropriate sanctions.

Psychological abuse – includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, verbal or racial abuse, isolation or withdrawal of services or supportive networks.

Sexual abuse is a sexual act (contact or non-contact) carried out without the informed consent or knowledge of the other individual. Non-contact abuse may include sexual suggestions, salacious exposure to indecent material and indecent behavior. Contact abuse may include

rape and sexual assault or sexual acts to which the vulnerable adult has not consented or could not consent or was pressured into consenting.

Neglect includes: ignoring medical or physical care needs, failing to provide access to appropriate health, social care, or educational services, or the deliberate withholding of necessities of life such as medication, adequate nutrition and heating.

Financial abuse is the willful use or manipulation of the vulnerable person's property, assets, or monies without their informed consent or authorization. This can include theft or fraud of monies or possessions, exploitation, pressure or undue influence to change wills, financial arrangements, or the misuse of property, possessions or benefits³.

Discriminatory abuse is maltreatment or harassment that is based on any characteristic of a person's identity, such as their race, sex, or disability. Many of the signs of discriminatory abuse will be the same as for emotional abuse.

Institutional abuse is repeated instances of poor care of individuals or groups of individuals through neglect or poor professional practice.

Spiritual abuse can be caused by the inappropriate use of religious belief or practices eg the misuse of the authority of leadership, discipline, oppressive teaching, or intrusive healing and deliverance ministries, which may result in vulnerable people experiencing physical, emotional, or sexual harm.

Domestic abuse is the use of forms of control and/or maltreatment within an intimate or domestic relationship. Types of domestic abuse includes physical, verbal (also called emotional, mental, or psychological abuse), sexual and financial. Stalking and cyber-stalking are also forms of control and abuse. Domestic abuse may occur in heterosexual or same sex relationships and between young people under 18 years.

Honour based violence and forced marriage Honour based violence is where a family feel that dishonour has been brought to the family. Forced marriage is a term used to describe a marriage in which one or both parties are married without their consent or against their will. If there is suspicion that the adult is the victim of honour-based violence, referral must always be made to the police. A forced marriage differs from an arranged marriage, in which both parties' consent to the assistance of their parents or a third party in identifying a spouse.

³ It is worthy of note that the Fraud Act 2006, section 4, created a specific criminal offence of fraud by a person in a position of trust.

Appendix 2

Signs and Indicators of abuse to children and adults at risk

LTM's educational and other programmes involve children and vulnerable adults in many ways. The following information is a broad sweep across the signs and indicators of possible abuse or neglect, which should help you to be more alert to the signs and indicators of possible abuse or neglect. As with children, adults at risk are more vulnerable to abuse. The abuse of children and adults at risk can have devastating effects on their physical, mental and emotional wellbeing, and this may be apparent to those who interact with them such as Museum staff and volunteers.

As most of the Museum's interactions with children and vulnerable adults are relatively brief (e.g. a Museum visit) or not frequently repeated (e.g. a TfL Safety and Citizenship in-school presentation), LTM staff and volunteers may not be able to identify behaviour change signals that require longer-term observation. The presence of any one of the indicators does not indicate that abuse is occurring. However, they should still be considered in light of the information available to you, and if in any doubt, a Safeguarding referral should be made.

Physical Abuse

Most children and adults will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained, or the explanation does not fit the injury or when it appears on parts of the body where accidental injuries are unlikely, e.g., on the cheeks or thighs. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children and adults with different skin tones or from different racial groups and specialist advice may need to be taken. Bruising patterns also depend on a child's or adult's mobility so, for example, bruising in babies should be a great cause for concern if they are not yet mobile.

Physical signs may include:

- unexplained bruising, marks or injuries on any part of the body
- bruises which reflect hand marks or fingertips (from slapping or pinching)
- explanation of injuries given are inconsistent with situation/lifestyle
- cigarette burns
- bite marks (child, adult or animal)
- broken bones
- scalds
- female genital mutilation

Changes in behaviour which can also indicate physical abuse:

- fear of parents/carers, being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home, reluctant or refusing to go home.

Emotional Abuse

Emotional abuse can be difficult to identify, and often children and adults at risk who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers or they may be seeing or hearing the ill-treatment of someone else. Emotional abuse can also take the form of children and adults not being allowed to socialise/play with peers and being isolated from others.

Physical signs may include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances e.g. in hospital or away from their parents care
- unexplained weight loss
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play or socialise with others
- fear of making mistakes
- sudden speech disorders
- self-harm behaviours
- fear of parent/carer being approached regarding their behaviour

Sexual Abuse

Adults, who use children to meet their own sexual needs, abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously. The signs that adults are experiencing sexual abuse may be like those listed below.

Physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home, reluctance or refusing to go home.
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

The following signs may be indicators of child sexual exploitation. Children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- have older boyfriends or girlfriends
- suffer from sexually transmitted infections or become pregnant
- suffer from changes in emotional well being
- use drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or don't take part in education.

Neglect

Neglect can be a difficult form of abuse to recognise in both adults and children yet have some of the most lasting and damaging effects. Neglect is the ongoing failure to meet the child's or adults basic physical or psychological needs, which is likely to damage their health or development.

Physical signs include:

- constant hunger, sometimes stealing food from others
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate dress for the weather conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- being left alone or unsupervised

These indicators are not meant to be definitive but only to serve as a guide to assist you should you suspect abuse. It is important too, to remember that many children and adults at risk will exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes

in behaviour such as a death or the birth of a new baby in their family, relationship problems between their parents/carers, moving to new accommodation etc.

Additional vulnerabilities

It is important to be mindful that some children and adults are particularly vulnerable to abuse because of their age or their living circumstances or characteristics:

- Disabled children and adults are a greater risk of abuse than non-disabled children and adults.
- Children living in homes where there are adverse parental circumstances may also be more at risk, children living in homes where there is domestic violence, substance misuse and/or severe parental mental illness.
- Children and adults from particularly isolated or new communities may also be at increased risk of abuse as well as those children and adults who are disruptive and challenging.

The types of abuse and risks to children do change with age:

- In some circumstances, agencies or individuals can anticipate the likelihood of significant harm regarding an expected baby (e.g. domestic violence, parental substance abuse or mental ill health). These concerns should be addressed as early as possible before the birth, so that a full assessment can be undertaken, and support offered to enable the parent/s (wherever possible) to provide safe care
- Very young children are vulnerable because of their being so dependent and having limited contact with other adults in their lives.
- In contrast, young people are more at risk of harmful behaviour from their friends (including sexual abuse, bullying and domestic violence) or from gang-related behaviour.
- Increasingly it is clear some young people are at risk of child sexual exploitation from other adults – this is where young people are used for sex having been groomed with gifts or threats to maintain or ‘buy’ their silence. Young people living away from home, in care or from disadvantaged communities are particularly prey to this type of abuse.
- Young people are also at risk online in several ways e.g. seeing illegal content, being groomed for a sexual relationship or for religious radicalisation or cyberbullying by their peers.
- Some children and young people are also vulnerable to abuse because of cultural practices in their community namely: female genital mutilation and forced marriage both of which are illegal in this country.

Appendix 2a

Children in Special Circumstances

This section covers several areas considered in some part as “*abuse*” including, radicalisation

- These children have been defined as being at risk of poorer outcomes than their peers, this group includes young carers, homeless children, asylum seekers and children in custody.
- They may include children subject to newer forms of abuse such as through electronic devices and media.
- They also include victims of abuse which appear to be increasing in the UK such as gang abuse, trafficking and radicalisation.

Identification of these children requires a multi-agency approach with effective communication, collaboration and information sharing not just between providers of children’s services but also between adult and children’s services.

Ways in which such children might present in particular, to primary care are set out in the documentation through the links below which cover areas for:

Children in Social Media
Gang Abuse
Trafficking
Radicalisation as a form of Abuse
Hidden Children

It is not impossible that Museum staff may encounter children affected by these circumstances through work with schools and other activities.

Section 9 of the RCGP & NSPCC Safeguarding Toolkit

<http://www.rcgp.org.uk/clinical-and-research/toolkits/~media/234F618D0CB940C3B5A1F8A68F66753A.ashx>

The full document of the RCGP & NSPCC Safeguarding Toolkit

<http://www.rcgp.org.uk/clinical-and-research/toolkits/~media/Files/CIRC/Safeguarding-Children-Toolkit-2014/RCGP-NSPCC-Safeguarding-Children-Toolkit.ashx>

Radicalisation Research “*What can schools do about Radicalisation*”

<http://www.radicalisationresearch.org/guides/what-can-schools-do-about-radicalisation/>

Appendix 3

Concept of significant harm

Some children are in need because they are suffering, or likely to suffer, significant harm. The *Children Act 1989* introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment.

Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development.

Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

Appendix 4

Information sharing principles

The government⁴ has produced a list of 'seven golden rules' to support organisations and their workers when making decisions about when it is appropriate to share information with others, these are:

- **Remember that the GDPR is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information, will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, the lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

⁴ HM Government (2015) *Information Sharing: advice for practitioners providing Safeguarding services to children, young people, parents and carers.*

- **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 5

Secure drive access

	Safeguarding email	DBS Z:\ drive	Safeguarding Z:\ drive	DBS Secure spreadsheet
Senior Manager (Safeguarding)		X	X	
DSL	X	X	X	X
DBS officers		X		X
Deputy DBSO(s)		X		X