

# Policies and Procedures



Policies and procedures are rules and guidelines that help us run Purple Patch Arts in the best way we can. They keep everyone safe and make sure everyone is treated fairly.



We want to make sure that everybody at Purple Patch Arts can access and understand our policies and procedures.



Please contact us if you have any questions, need help understanding this information, or would like to receive it in a format that suits your needs (large print, audio, Easy Read with pictures, or another language).



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# Safeguarding: Protection of Children and Adults at Risk Policy and Procedures

## General Policy

### 1. Purpose

This policy provides general guidance on what should happen if someone has concerns about the welfare of a child, young person or adult at risk, together with concerns that a person may be suffering, or at risk of suffering abuse or neglect.

Purple Patch Arts is committed to the belief that protecting children, young people and adults at risk is everybody's responsibility and therefore the aim here is to provide guidelines that will enable the Trustees, Designated Safeguarding Lead (DSL), and all staff and volunteers to act appropriately to any concerns that arise. Purple Patch Arts' policy is to actively promote the health and wellbeing of children, young people and adults at risk and to prevent harm wherever possible through the promotion of a good understanding of safeguarding procedures amongst all staff, effective risk assessment and risk managements, routine incident report and review, staff training and supervision processes.

It is equally important that parents/carers and children, young people and adults at risk themselves are aware that Purple Patch Arts takes safety and welfare into consideration in every activity that is undertaken.

This policy applies to all individuals, including those who have been assessed as lacking capacity. Actions taken on behalf of these people should be done so in their best interest, in accordance with the Mental Capacity Act (2005).

### 2. Principles

- The welfare of the child, young person or adult at risk is paramount.
- All concerns about the protection of a child, young person or adult at risk should be acted upon immediately.
- Children, young people and adults at risk should always be treated with respect.
- Information retained by Purple Patch Arts will be protected under the General Data Protection Regulations and the Data Protection Act 2018.
- Confidentiality must be respected though participants must be made aware of the exceptions to this.
- Safeguarding and promoting the welfare of children, young people and adults at risk - and in particular protecting them from significant harm - depends upon effective joint working between agencies and professionals that have different roles and expertise.

### 3. Key Roles

Jessica Aldred (CEO) is the DSL and is responsible for managing all safeguarding matters on a day-to-day basis.

Hannah Prole (Trustee) has responsibility for all safeguarding matters on behalf of the Board of Trustees for Purple Patch Arts.

Every member of staff and all volunteers have a responsibility to act on concerns of possible abuse and must inform a DSL. Your DSL contact details are:

Jessica Aldred- 07519 929951

The role and responsibilities of DSL's are:

- To ensure that all staff, trustees and volunteers are aware of what they should do and who they should go to if they are concerned that a child, young person or adult at risk may be subject to abuse or neglect.
- Ensure that any concerns are acted on, clearly recorded, referred on where necessary and followed up to ensure the issues are addressed.
- The DSL will record any reported incidents policies and procedures. This will be kept in a secure place and its contents will be confidential.

### 4. Definitions

#### 4.1 Children

In this policy, as in the Children Act 1989 and 2004, a child is anyone who has not yet reached their eighteenth birthday. 'Children' therefore means children and young people throughout.

#### 4.2 Safeguarding Children

Working together to Safeguard Children (2018) defines safeguarding and promoting the welfare of children and young people as:

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

#### 4.3 Adults at risk

An adult at risk is defined as a person aged 18 or over who is at risk of abuse or neglect. This is usually an adult who has care and support needs, and who is unable to protect themselves from abuse or neglect because of those needs. In a small number of cases, it may include an adult without support needs, such as an unpaid carer of someone with care and support needs.

An adult at risk may therefore be a person who, for example:

- Is an older person who is frail due to ill health physical disability or cognitive impairment.
- Has a learning disability, has a physical disability and/or a sensory impairment.
- Has mental health needs including dementia or a personality disorder.
- Has a long-term illness/condition.
- Misuses substances or alcohol.
- Is a carer such as a family member/friend who provides personal assistance and care to adults and is subject to abuse.
- Lacks the mental capacity to make particular decisions and is in need of care and support.

This list is not exhaustive.

#### 4.4 Adult Safeguarding

The Care Act (2014) came into force in April 2015. This supersedes the guidance document 'No Secrets' (2000). The introduction of the Care Act means that safeguarding duties now have a legal effect in relation to organisations other than the Local Authority. The Act has placed requirements upon statutory organisations which prior to its introduction were best practice.

The currently used definition within Safeguarding Adults work remains that abuse is a violation of an individual's human and civil rights by any other person or persons:

- Abuse may consist of a single act or repeated acts.
- It may be physical, verbal or psychological.
- It may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which they have not consented or cannot consent.
- Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

#### 5. Types of Abuse

Abuse can take many forms, and the circumstances of the individual should always be considered. The table below lists types of abuse, as described in the Care Act 2014 and the Children Act 2004.

Type of abuse	Children	Adults at Risk
Neglect and acts of omission	x	x
Physical	x	x
Sexual	x	x
Emotional / psychological	x	x
Domestic Abuse	x	x
Non-recent abuse	x	x
Child Sexual Exploitation	x	
Female Genital Exploitation	x	
Child Criminal Exploitation	x	
Child Trafficking	x	
Grooming	x	
Bullying and Cyberbullying	x	
Online abuse	x	
Financial and material		x
Discriminatory		x
Self-neglect		x
Modern Slavery		x
Institutional		x

Please refer to the following for descriptions of each type of abuse:

Adults at Risk: <https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse>

Children: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

In addition, since the Care Act came into force in 2015, however, other types of abuse have since been recognised, including criminal and sexual exploitation and cuckooing.

## 6. Safeguarding Procedures

### 6.1 Spotting the signs and indicators of abuse

It is the responsibility of all individuals and agencies undertaking care, treatment and support of children, young people and adults at risk to be alert to the possibility of abuse and be aware of the signs and indicators of abuse.

Concerns may arise as a result of a single incident, allegation or disclosure; or they may arise as a result of an accumulation of indicators and/or signs. The responsibility to report any suspicion, allegation or disclosure of an incident rests with the individual who identifies the concern regardless of their place within Purple Patch Arts.

Abuse in the form of harassment, bullying and disrespect is the daily norm for some people with learning disabilities. Institutional care and cultures of support services are sometimes based on the assumption that disabled

people are not fully human, and lack of access to playing a full part in society have all contributed to creating discrimination, unnecessary dependency on others and power relationships. Abuse thrives in cultures where people are not respected and where there is misuse of the power of one group of people over another.

You may become aware that abuse is happening by being told about it or you may recognise signs that someone is being abused.

## 6.2 Being told that abuse is, or has been, happening

Someone may tell you that abuse is, or has been, happening. It is important to always take what you are being told seriously and respond appropriately. In achieving protection, the life of the person experiencing abuse should be left as unchanged as possible unless they request otherwise.

### Do:

- Give priority to ensuring immediate safety. If you feel that the person is in danger or should not be returning home, immediately inform Jessica and the next action can be decided.
- Go to as private a place as possible without being alone with the person; that might be the corner of the room or just outside the space with the door open.
- Let another staff member know that you are having a chat and where you will be.
- Let the person know that they are in a safe space, and that it is good to talk about things that are upsetting them.
- Listen. Allow the person to express their feelings including their fear.
- Gently clarify things if you do not understand; try repeating back to them what they have said and asking if that is correct.
- Let them know that the abuse is not their fault.
- Accept what is being said without comment and remain open minded.
- Let them know that there is help available.
- Give them as much control over the process as possible, for example, ask them what they would like to happen next.
- Where someone makes allegations of abuse that do not appear to be based in current reality try to understand what the person is telling you. For example, why is the person feeling abused at the moment and/or whether they are referring to something that has happened in the past.
- Reassure the person that their wishes will be taken into account, but explain that you can't keep things secret, and you will have to tell someone in the office as it is our job to keep people safe. Let them know that this will only be passed to people who need to know so they can help.
- Try to get consent to pass on the concern if you can. If you can't, we can still take action if we believe that the person lacks capacity to make the decision. You must still inform Jessica, who will decide whether to take the concern forward.
- Give them information about what will happen next and/or make sure they have a plan about what to do next.
- Make sure the person knows who you are and what will happen next.

- **Record the conversation and pass the Information to Jessica as soon as you can:**
  - Sign and date any notes you make, ensuring that they are legible and that you print your name.
  - Record the date and time a disclosure was made.
  - Record details as they are told to you, including contextual information. Keep it factual and in the person's own words as much as possible.
  - Write down details of all those involved, including the alleged perpetrator, their connection with the adult and any witnesses.
  - If the person is using Makaton or BSL try to make a note of the signs. If there is another staff member who uses Makaton ask if it is ok for them to come over to clarify the signs.
  - Include any questions you've asked.
  - Consider any physical evidence and keep this safe, for example if there has been physical abuse try not to touch the participant as this could contaminate potential evidence.
  - Include details of any observations, such as behaviours displayed or visible injuries. Record any physical signs or injuries using a body map (attached to this policy) or hand drawing if necessary, and make sure you sign and date it.
  - Where the adult at risk has physical signs or injuries alert Jessica immediately so that measures can be taken to ensure they are seen by a qualified medical practitioner (e.g. doctor or nurse).
  - Ask the person what they would like to do about what has happened and make a note of their views and wishes.
  - Record any actions and decisions taken at this point.
  - Keep the report confidential, storing it securely.

**Do not:**

- Express shock or disbelief.
- Be judgmental, jump to conclusions or make assumptions (including about the alleged perpetrator).
- Put words in the persons mouth or ask, 'did you mean.....'.
- Ask questions outside of your role, for example trying to investigate what has been happening or asking leading questions or closed questions. (If a worker can be seen to have influenced a disclosure, this could prevent action being taken against the perpetrator).
- Promise that you will be able to keep what the person says confidential. Make explicit the fact that you may need to share what you are told, but only to people who need to know.
- Make promises you cannot keep.

For many reasons people may not be able to tell you directly about abuse they are experiencing, for example:

- Perpetrators may make threats about what may happen if the victim tells other people.
- Perpetrators often blame victims for the abuse - e.g: "You make me do it" "You deserve it."
- The person may have disclosed in the past and found that they were ignored or that the actions taken made things worse (for example: the perpetrator was not prevented from further abuse).

- People are often ashamed of experiencing abuse.
- People often feel that they are to blame/inadequate because they have been unable to protect themselves.
- They may not trust people who are “official”, from a different culture, gender, or who may not understand disability.
- They may not be able to gain access or be able to communicate with you in private.

Always be alert to hints/signals/non-verbal communication that could indicate abuse which is being denied or deliberately hidden. Respond to your hunches and create opportunities for the person to tell you what is happening. If you have access to the person on their own do not be afraid to ask a direct question such as “are you being hurt by anyone” or “do you feel scared of anyone”.

### 6.3 Seeing abuse occurring

You may see an overt incident of violence or you may see a pattern or culture of behavior that is unacceptable.

#### ***Noticing signs of abuse***

You may notice signs and symptoms that can indicate that abuse is taking place. Do not ignore them. It is important to find out what the explanation is, even if it is not the case that abuse is taking place. Record unusual incidents and raise them with the DSL as soon as possible.

Please refer to the following for descriptions of signs of each type of abuse:

Adults at Risk: <https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse>

Children: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

If you feel a person is at immediate risk:

- Take urgent action by calling the relevant emergency services (e.g. Police, Ambulance or GP).
- Remember to have regard to your own safety as well as the individual. Leave the situation if it is not safe for you and call the police immediately.
- If you have concerns, have received a disclosure or witnessed abuse, you should report this to the DSL as soon as possible.
- The DSL has responsibility for raising a safeguarding alert.

### 6.4 What should I do if I see someone with an injury, but I don't know what caused it?

- Don't jump to conclusions.
- It is okay / good practice to ask the person, or if the person is not able to tell you, ask their carer how the injury was sustained e.g. where did you get that bruise?

- Follow the guidance below for disclosures and allegations but remain open minded; you may not always be told the truth by staff or carers.
- Record any physical signs or injuries using a body map (attached to this policy). Write down a description of any physical signs or injuries including size, shape and colour. Make sure you sign and date it.

## 6.5 Who should I tell if I am concerned?

If you are concerned that a child, young person or adult at risk might be at risk or is actually suffering abuse, you should tell a DSL within Purple Patch Arts, as described in section 3.

In an emergency situation, contact social services directly using the contact numbers listed in section 8, or contact the emergency services.

Allegations of abuse made in relation to a member of staff who works with children must be discussed with the Local Authority Designated Officer (LADO) using the contact numbers listed in section 8.

Concerns about a person in a position of trust must be managed and responded to in accordance with local authority People in Positions of Trust guidance. A person in a position of trust is an employee, volunteer or student who works with adults with care and support needs. This work may be paid or unpaid.

**REMEMBER:** Raising a concern about another professional can be difficult, particularly if it is someone you work closely with or know well. However, safeguarding is everyone's responsibility, and you have a duty of care to safeguard children and adults at risk. There should be no delay in recording and reporting any concerns.

Guidance and policies are available at the following links:

Leeds:

<https://www.leedssab.org.uk/index.php/i-work-with-adults>

Bradford:

<https://www.saferbradford.co.uk/media/mm2fbisb/bradford-managing-concerns-around-a-person-in-a-position-of-trust-v5-approved.docx>

North Yorkshire

<https://safeguardingadults.co.uk/wp-content/uploads/2023/06/2023-06-23-Final-PiPoT-Policy.docx>

## 6.6 Recording and Preserving Evidence

It is the responsibility of everyone at Purple Patch Arts to ensure that any concerns they have about the welfare of a child, young person or adult at risk are recorded and that any evidence indicating that abuse is occurring or has happened is retained.

## 6.7 How do I preserve evidence?

In most circumstances you may not need to do anything except record the events that have given rise for concern. However, there may be occasions when it is important to follow certain rules:

- Ensure written records (notes, letters, bank statements, medication records etc.) are kept in a safe place.
- Make a written record of messages (e.g. answerphone) to ensure they are not lost. Include the date and time and sign them.
- In cases of physical or sexual assault encourage the person not to wash, bathe or shower where you think they might have a medical examination.
- Where the abuse has involved oral sex encourage the person not to drink until they have been seen by the police or forensic doctor.
- Don't tidy up, wash clothes, bedding or other items.

## 6.8 Reporting Concerns

**REMEMBER:** It is better to have multiple concerns raised than none at all. It can be easy to assume that someone else, perhaps with more experience or seniority, will have already noticed and dealt with any potential safeguarding incident that you come across. You should not assume that this is the case and you should always record and report any concerns they have.

People have the right to expect that information shared with a member of staff should be treated as confidential. However, it should be made clear that where the staff member has a reason to be concerned for the welfare of a child, young person or adult at risk and/or others they have to share the information with the DSL who are in a position to take action or responsibility.

The child, young person or adult at risk should be told who the information is to be shared with, and that their views and wishes will be taken into account.

Any views or wishes expressed by the child or adult at risk should be recorded and reported with their concerns by the staff member. It is important that you make a note of who you told and what you told them. Where possible all reports of concerns should be followed up in writing.

Where concerns arise as a result of a disclosure or allegation they should be reported within the same day.

## 6.9 Advocacy

- Any person may choose to have a family member or other person (who should operate independently of statutory partners) to advocate on their behalf at all stages of the procedures.
- Purple Patch Arts should ensure the person is made aware of the local advocacy organisations and other services that may be able to offer advice and support.
- Purple Patch Arts should offer to make a referral to advocacy services if the individual wishes.
- The role of an advocate is to help the person's voice to be heard and to ensure that their choices and preferences are fed into the discussion.
- Even where an individual has not elected for a family member to advocate for them, the views and knowledge of family members may be taken into account, where consent has been given to seek these views or where a person lacks the mental capacity to give their consent and a best interests decision needs to be made.

## 6.10 Mental Capacity

Mental capacity is the ability to make a decision about a particular matter at the time the decision needs to be made. The legal definition of a person who lacks capacity is set out in section 2 of the Mental Capacity Act (2005) as being: "a person lacks capacity in relation to a matter if at the material time he is unable to make a decision for himself in relation to the matter because of an impairment of, or a disturbance in the functioning of, the mind or brain".

It is essential to consider the need to apply the principles of the Mental Capacity Act (2005) in every case where there is a question about a person's mental capacity. If there is a concern that the individual may not have the mental capacity to make a decision or give their consent, this should be determined in accordance with the Mental Capacity Act (2005) and the associated code of practice.

Purple Patch Arts should apply the five principles of the Act to all considerations of the individual's ability to make decisions and choices. The five statutory principles are:

- A person must be assumed to have capacity unless it is established that they lack capacity.
- A person is not to be treated as unable to make a decision unless all practicable steps to help them to do so have been taken without success.
- A person is not to be treated as unable to make a decision merely because they make an unwise decision.
- An act done, or decision made, under this Act for or on behalf of a person who lacks capacity must be done, or made, in their best interests.
- Before the act is done, or the decision is made, regard must be had to whether the purpose for which it is needed can be as effectively achieved in a way that is less restrictive of the person's rights and freedom of action.

Purple Patch Arts must bear in mind that consideration of capacity is specific to both the decision to be made and the time that it is made; that is, the fact that a person may be considered to lack capacity to make a particular decision should not be used as a reason to consider that they cannot make any decisions.

Equally, the fact that a person was considered to lack capacity to make a specific decision on a given date should not be a reason to assume that they lack capacity to make a similar decision on another date.

It is important to be aware that the fact that an individual may have significant difficulties in expressing their views does not of itself mean that they lack capacity. Appropriate support and adjustments should be made available in compliance with the Mental Capacity Act and with disability discrimination legislation.

### **6.11 Appointing an Independent Mental Capacity Advocate (IMCA)**

If there is no one available and appropriate to consult with (for example where members of the family are implicated in an allegation), Purple Patch Arts should consider appointing an IMCA under their Mental Capacity Act discretionary powers, as soon as practicable.

An IMCA may be instructed to support someone who lacks capacity to make decisions concerning adult protection cases, whether or not family, friends or others are involved.

### **6.12 Managing an allegation made against a member of staff or volunteer**

Purple Patch Arts will ensure that any allegations made against a member of staff or volunteer will be taken seriously, dealt with swiftly and in accordance with these procedures:

- The worker must ensure that the child, young person or adult at risk is safe and away from the person against whom the allegation is made.
- The DSL should be informed immediately. In the case of an allegation involving the DSL, alternative arrangements should be sought to ensure that the matter is dealt with by an independent person (Note: this could be the Safeguarding Lead for the Board of Trustees, a Trustee or anyone within Purple Patch Arts that is in a senior position within the organisation and believed to be independent of the allegations being made).
- The DSL should contact the local authority for advice on how to proceed with the immediate situation.
- Outside of working hours the Emergency Duty Team can give advice and/or in the event of an emergency situation arising, the police.
- The individual who first received/witnessed the concern should make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/receiving the report. It is important that the report is an accurate description. The DSL (if appropriate) can support the worker during this process but must not complete the report for the worker. This report must be made available on request from either the police and/or social services.
- Regardless of whether a police and/or social services investigation follows, Purple Patch Arts will ensure that an internal investigation takes place and consideration is given to the operation of disciplinary procedures. This may involve an immediate suspension and/or ultimate dismissal dependant on the nature of the incident.

### **6.13 Staff and volunteer training**

- DSL's are required to complete Level 3 Safeguarding Adults Training.
- DSL's are required to complete Level 3 Safeguarding Children Training when this is applicable to our work.
- DSL's must undertake this training every 2 years.
- Staff and volunteers working with adults at risk must complete Safeguarding Adults training annually.
- Staff and volunteers working with Children and Young People must complete Safeguarding Children training annually.

#### **6.14 Lone Working**

Please refer to the specific Lone Working Policy and Lone Working Risk Assessment for the restrictions on Purple Patch Arts staff and volunteers lone working with participants.

#### **6.15 Social Media**

Please refer to the specific Social Media Policy for the restrictions on Purple Patch Arts staff and volunteers befriending participants and their family/carers on any social media platform.

#### **6.16 Meeting participants and their family/carers outside of work**

Purple Patch Arts staff must discuss with their Line Manager before agreeing to any plans to meet up with participants and/or their family/carers outside of work hours. This is to safeguard both staff and participants.

A decision will be made on the appropriateness of the meeting and Purple Patch Arts staff will be advised on whether the meeting should go ahead.

This decision will be based on a risk assessment which will take into consideration:

- Access needs
- Circumstances
- Group event/lone working
- Purpose of meeting
- Location of meeting
- Nature of meeting

It is not Purple Patch Arts' intention to prevent friendships or social interactions from occurring, or to disable or limit participants. However, while staff work at Purple Patch Arts we need to be mindful of our safeguarding responsibilities.

Breach of this policy may result in disciplinary action up to and including dismissal.

### **7. Additional freelance work for or with participants**

Staff must inform Line Managers if they are considering taking on work outside of Purple Patch for any participant or any family member/carer of a Purple Patch participant.

The Office Team will speak to the participant or family/carer to ensure that it's understood that this is work outside of Purple Patch Arts' remit, and that anything that occurs outside of our employment is not the responsibility of Purple Patch Arts.

## 8. Useful telephone numbers

Jessica Aldred - DSL	07519 929 951
Hannah Prole- Trustee Lead	07903 301846
Bradford Adult Protection Team	01274 431 077
Bradford Social Services for Children	01274 435 600
Bradford Social Services Emergency Duty Team	01274 431 010
Bradford Local Authority Designated Officer (LADO)	01274 435 600
Leeds Safeguarding Adults Partnership Unit	0113 224 3511
Leeds Adult Social Care ((office hours 9am- 5pm)	0113 222 4401
Leeds Children's Social Work Services (office hours 9am- 5pm)	0113 376 0336
Leeds Adult Social Care Emergency Duty Team (out of office hours, weekends and bank holidays)	0113 378 0644
Leeds Children's Social Work Services - Emergency Duty Team (out of office hours, weekends and bank holidays)	0113 535 0600
Leeds Local Authority Designated Officer (LADO)	0113 378 9687
Leeds Duty and Advice Team	0113 376 0336
North Yorkshire Children, Adults and Emergency	0300 131 2131
North Yorkshire Local Authority Designated Officer (LADO)	01609 533 080
Police	999
NSPCC	0808 800 5000

As Purple Patch Arts works with people who may live outside the areas above, if a disclosure or concern needs reporting, contact details for other Local Authorities can be found on the internet.

## 9. Recruitment of staff and volunteers

Purple Patch Arts are committed to ensuring that we recruit staff that are qualified and appropriately vetted for the work that they undertake. All appointments of staff are made by the CEO and all staff will be appointed under the following conditions;

- Purple Patch Arts requires an Enhanced with Adult and Child Barred Lists DBS certificate for its employees, volunteers and trustees. This is what is required for positions that involve caring for Adults at Risk and / or children in order to ensure their safety. If new starters do not have this, an application for

one will be undertaken prior to commencing any work. If the Employee is to work with adults only, they will be able to start work under supervision once a clear DBS Adult First check has been obtained. They will only be able to work without supervision when their full DBS certificate has been obtained. As the DBS Adult First check only checks the Adults Barred List, any Employee who is to work with children must wait until their full DBS certificate has been obtained before starting work. See the Purple Patch Arts DBS Policy for further detail.

- All staff and volunteers are subsequently placed on the DBS Update Service. Purple Patch Arts will check the Update Service twice a year and will keep a record of who is checking it, why, and of any changes to DBS status.
- All staff and volunteer references are checked thoroughly.
- All staff and volunteers have a duty to declare any existing or subsequent convictions. Failure to do so will be regarded as gross misconduct, possibly resulting in ending the contract or volunteer opportunity.
- Staff and volunteers are willing to be included in future vetting systems as required by law in the UK.
- Staff and volunteers are committed to adhering to our full set of policies and procedures.
- Staff and volunteers are willing to undergo any relevant training.
- Staff and volunteers are willing and able to undergo appraisal and performance reviews with their managers on a regular basis throughout their contract.
- Project Partners working directly with children, young people or adults at risk on behalf of Purple Patch will be subject to the same policy responsibilities as staff and volunteers.
- Where Project Partners do not have the necessary skills and knowledge to undertake their safeguarding duties, they will be required to undergo a safeguarding induction or training.

## 10. Review

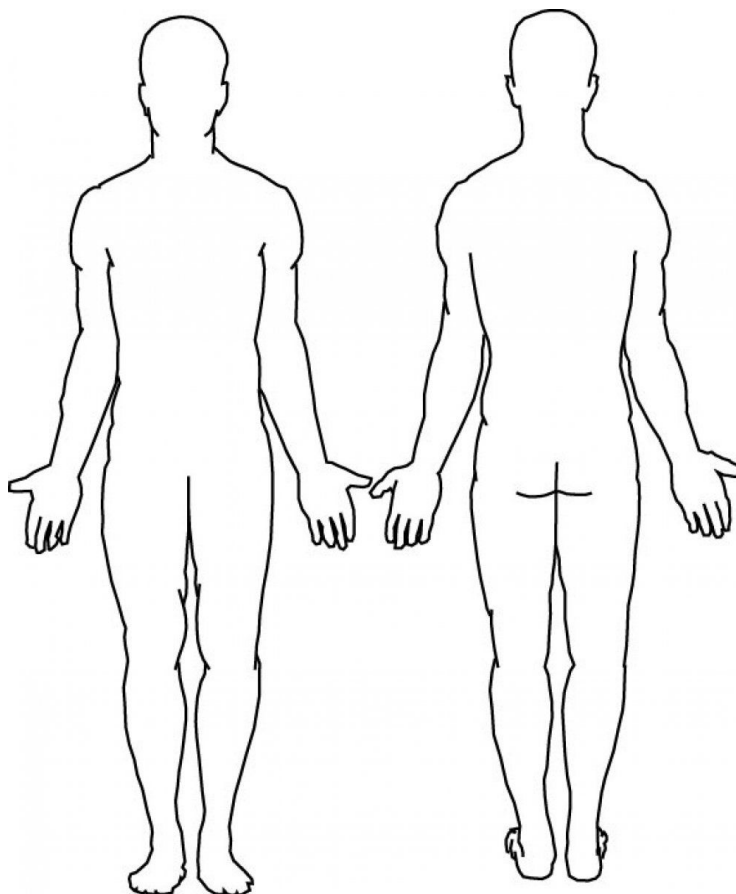
This policy will be reviewed annually.

## Body Map

Name of Child, Young Person or Adult at Risk.....

Person completing this form.....

These diagrams are designed for the recording of any observable bodily injuries that may appear on the person. Where bruises, burns, cuts, or other injuries occur, shade and label them clearly on the diagram. Label any internal injuries that have been identified through medical examination. Visible injuries apparent in soft-tissue parts of the body, including the neck, under-arms, stomach, genitals or inner thighs, are unlikely to manifest as a result of a fall or other accidents of this nature.



Date and time .....

Signature .....