



University of
St Andrews

Safeguarding of children, vulnerable adults and prevention of radicalisation

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Table of contents

1.	Introduction	3
2.	Scope and aims	3
3.	Key principles	3
4.	Relevant Legislation, Policies and Procedures	3
5.	Prevention	4
6.	Key definitions	5
7.	Safeguarding in Research	6
8.	Raising a safeguarding concern to the University	6
9.	Confidentiality	8
10.	Version control	9
Appendix A: Good practice guidance for those in contact with children and vulnerable adults		10
Appendix B: Further definitions		11
Appendix C: Dealing with reported or suspected harm/abuse/radicalisation		14
Appendix D: Recognising potential patterns and signs of harm (including radicalisation)		16

1. Introduction

- 1.1 The University recognises that within its diverse population there may be members who are vulnerable at any given time. This policy represents the commitment of the University of St Andrews in its obligation to protect children and vulnerable adults who are at risk of harm, abuse, neglect, exploitation and discrimination and prevent individuals being drawn into terrorism through radicalisation.
- 1.2 All members of the University community have an essential role to play in ensuring that children and vulnerable adults are protected, and the University is committed to working within the principles of dignity, safety, equality and diversity.

2. Scope and aims

- 2.1 It is recognised that members of the University community may come into contact with children and vulnerable adults, including students either whilst studying or on placement; contact through Student Services or other University facilities (e.g. sports or societies); work experience placements carried out by children and/or vulnerable adults; summer schools; field trips; outreach activities; events taking place on University property.
- 2.2 This policy applies to all members of the University community (including staff, students, contractors, visitors, and other members of the general public who come into contact with the University and its work). It provides a framework which aims to:
- Promote a culture of safeguarding, by protecting people's health, wellbeing and human rights and enabling them to live free from harm, abuse and neglect. Within the scope of this policy, this definition also includes being drawn into terrorism through radicalisation;
 - Promote a culture in which signs of possible harm, mistreatment, neglect or attempts to radicalise are recognised and appropriately acted upon;
 - Provide clarity of procedure for those involved, including reporting concerns, recording and communicating information, data protection and confidentiality;
 - Promote positive collaborative working within the University and with any external agencies involved.

3. Key principles

- 3.1 [Appendix C](#) elaborates further on this.

Recognise	Know what to look for; recognise the signs and symptoms and listen to concerns. Seek help and discuss early in the course of your concerns.
Record	Keep a clear and contemporaneous record of your concerns.
Report	Know where to get help and who to report your concerns to within the University.
Refer	It is the responsibility of the Designated Officer (see section 8.5) to refer concerns on to the appropriate external agencies.

4. Relevant Legislation, Policies and Procedures

- 4.1 This policy represents an overarching framework and exists alongside other legislation, University Policies and Procedures, and legislation including:

- Equality Act, 2010
- Scottish Specific Duties, 2012
- Public Sector Equality Duty, 2011
- Adults with Incapacity Act, 2000
- Sexual Offences Act, 2009
- The Adult Support and Protection Act, 2007
- The Protection of Vulnerable Groups (Scotland) Act, 2007
- Protection of Vulnerable Groups and Criminal Records Check policy and guidance
- The Data Protection Act, 2018
- Health and Safety policy
- Disciplinary Procedure
- Equality Policy
- Dignity and respect at work policy
- Student Fitness to Study policy
- Fitness to Practice Medicine policy
- Counterterrorism and Security Act 2015
- Social Media Guidelines
- Gender Based Violence Policy
- Report & Support
- Complaints Handling Procedure
- Grievance Policy
- Saints Sport Child Wellbeing and Protection Policy

5. Prevention

5.1 The University is committed to safeguarding its community by protecting children and vulnerable adults as well as preventing individuals being radicalised and drawn into terrorism. As such, the following steps have been taken:

5.1.1 Working with children and vulnerable adults

- The University will take all reasonable and appropriate measures to ensure that unsuitable people are prevented from working with children and vulnerable adults. Where it has been identified that individuals are likely to have contact with children/vulnerable adults in the course of their work the University will follow the statutory guidance to ensure that, where appropriate, staff will be covered by the [Protection of Vulnerable Groups policy](#) which was introduced by the Protection of Vulnerable Groups (Scotland) Act 2007 (the 2007 Act).

5.1.2 Training

- The University commits to undertaking action to ensure that all University employees are aware of the University's obligations and responsibilities under this policy and associated Scottish and UK legislation. The University provides training materials relating to this policy for University employees to use to obtain the necessary knowledge and competence to fulfil their responsibilities outlined in this policy. The completion, and periodic refreshment, of this training is mandatory for all University employees and is outlined on the University's [mandatory training for employees webpage](#).

- Additionally, Good Practice Guidance for those in contact with children / vulnerable adults is included in [Appendix A](#) of this policy.

6. Key definitions

6.1 Child

- 6.1.1 For the purposes of this policy, children are defined as young people under the age of 18.
- 6.1.2 Scottish Law recognises that despite having full legal capacity at 16, young people under 18 can be vulnerable in certain situations. Young people between the age of 16 and 18 who are still subject to a supervision requirement by a Children's Hearing can be viewed as a child, and therefore those over the age of 16 may still require intervention to protect them. The priority is to ensure that a vulnerable young person who is, or may be, at risk of significant harm is offered support and protection. (**National Guidance for Child Protection in Scotland, 2010**)

6.2 Vulnerable Adult

- 6.2.1 It should be noted that a person may have a disability, physical and/or mental health condition and be able to safeguard their well-being and interests. It is the whole of an adult's particular circumstances which can combine to make them more vulnerable to harm than others.
- 6.2.2 Section 3 of the Adult Support and Protection (Scotland) Act 2007 uses the term 'Adults at risk', and they are defined as adults over 16 years of age who:
- Are unable to safeguard their own well-being, property, rights or other interests;
 - Are at risk of harm, and;
 - Because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected. (**The Adult Support and Protection Act, 2007**).
- 6.2.3 All three elements of this definition must be met, and the presence of a particular condition does not automatically mean an adult is an 'adult at risk'.
- 6.2.4 For the purposes of this policy, the term 'Vulnerable Adult' will be used throughout, but it will be synonymous with 'Adult at Risk'.

6.3 Harm

- 6.3.1 Under Section 53 of the Adult Support and Protection (Scotland) Act 2007 'harm' includes all harmful conduct and, in particular, includes:
- Conduct which causes physical harm
 - Conduct which causes psychological harm (for example: by causing fear, alarm or distress)
 - Unlawful conduct which appropriates or adversely affects property, rights or interests (for example: theft, fraud, embezzlement or extortion)
 - Conduct which causes self-harm.
- 6.3.2 'Conduct' includes neglect and other failures to act, which includes actions which are not planned or deliberate, but have harmful consequences.

6.4 Radicalisation

6.4.1 This is defined in the Prevent Duty Guidance as ‘the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups’ (**Prevent Strategy, 2011**). While not always the case, it is recognised that children and vulnerable adults may be more likely to be drawn into radicalisation.

6.5 Please see [Appendix B](#) for a more comprehensive list of definitions.

7. Safeguarding in Research

7.1 Safeguarding for research purposes will be addressed in separate guidance/policy which is currently under development. Further information on this topic can be sought by [Research Integrity](#).

8. Raising a safeguarding concern to the University

8.1 The University encourages all staff and students to respond promptly to any concerns regarding potential harm, as covered under this policy. All reports made in good faith will be dealt with fairly. However, the University recognises the possibility of malicious or vexatious complaints and any complaints identified as such will be treated seriously and may result in disciplinary action being taken against the complainant.

8.2 Examples of when a report should be made, include when:

- A child or vulnerable adult discloses abuse to the university community in the course of university business;
- A person makes an allegation of abuse about a member of the University community;
- There are suspicions or indicators that a child or a vulnerable adult is being abused; for example, where there are observable changes in a child or vulnerable adult’s behaviour that may be related to abuse; or
- The behaviour of any person towards a child or vulnerable adult causes concern or there is suspicion that a child or vulnerable adult is being harmed;
- There are signs or behaviours which cause concern regarding possible radicalisation.
- Guidance on recognising signs of potential abuse or harm, including radicalisation is provided in.

8.3 Any member of the University community found to have sought to radicalise a child or vulnerable adult or committed any act of abuse or harm towards them, will be subject to disciplinary action and may also be subject to criminal proceedings.

8.4 There are several ways to formally report safeguarding concerns to the University and they are detailed below:

8.5 Report directly to a Designated Officer

8.5.1 Individuals can approach a Designated Officer directly, particularly in serious or urgent cases. The role of Designated Officer is shared between the Director of Student Services, the Director of Human Resources and the Vice Principal Governance, or their deputy/nominated person.

- For matters involving **students**, the primary contact is the [Director of Student Services](#)

- Where members of staff are involved, the primary contact is the [Director of Human Resources](#)
- For matters relating to possible radicalisation, the primary contact is the [Vice-Principal \(Governance\)](#)

8.5.2 Liaison between the Designated Officers (including sharing relevant information, as deemed necessary), will occur in order to assess and manage risk, and to obtain a fuller picture of the concerns identified and parties involved.

8.5.3 If a member of staff or student is unsure of whether a matter should be reported, it is their responsibility to discuss their concerns with the Designated Officer.

8.6 Responsibilities of the Designated Officer

8.6.1 Once the matter has been referred to the Designated Officer (primary contact), they or their deputy/nominated person will investigate the matter further. This is likely to include:

- Gathering the details;
- Assessing risk and ensuring that the child/vulnerable adult is not in any immediate danger. Additionally, they will take any action deemed necessary in the circumstances, such as accessing the emergency services and liaising with other external agencies such as the Police and Social work;
- Liaising with others within the University as appropriate;
- Contacting parents or guardian unless this may place the child/vulnerable adult in harm;
- Recording written records of all actions, discussions and decision-making rationale and keeping these in a secure location;
- Acting as the point of contact for any external agency throughout the investigation;
- Referring the matter to be dealt with under the relevant internal procedure, including but not limited to Disciplinary Procedures, Fitness to Study or Fitness to Practice Procedures.

8.6.2 Where appropriate, a referral by the appropriate Designated Officer will also be made to the relevant University Committee, as outlined below. This may be necessary in order to more fully assess risk and appropriate courses of action at an institutional level:

- For concerns regarding possible radicalisation, referral should be made to the University Prevent Compliance Group
- For other concerns regarding children or vulnerable adults at risk, referral should be made to the University Safeguarding Operations Group (USOG)

8.6.3 Whilst the composition of these committees will vary depending on individual cases, they may include the following staff or their nominee:

- Vice-Principal (Governance)
- Proctor
- Director of Student Services
- University's representative to the Scottish Higher Education Prevent Working Group
- Head of Equality and Diversity
- University Security Manager
- Director of Human Resources
- University Chaplain (where the referral involves a faith issue)

8.7 Report & Support

- Report and support is an online reporting tool which allows anyone to report matters which are deemed to be unacceptable. Reports can be submitted with contact details (identifiable) or anonymously (unidentifiable). To make a report, or for further details visit the [Report & Support webpage](#).

8.7.1 Reporting openly to an appropriate adviser

- Reporting with contact details (openly) through [Report & Support](#) provides the individual with the opportunity to disclose personal details about themselves, the incident, and the reported perpetrator.
- It allows University staff (Designated Officer), experienced in managing safeguarding disclosures, the ability to respond to the person who raised the matter, discuss support options and, if necessary, take appropriate action, such as investigation which may lead to disciplinary action.
- The University encourages individuals, wherever possible, to disclose incidents openly to ensure that appropriate support and action can be taken.

8.7.2 Anonymous reporting

- Individuals can choose to report matters anonymously to the University if they feel that it is appropriate in their circumstances. Anonymous reporting provides the University with statistical information, which is used to identify and monitor trends of any issues that arise at the University.
- It is important to note that the University will not be able to offer direct support and advice to the individual if an anonymous report is received however individuals are still encouraged to access appropriate support services as listed on the [Report & Support webpage](#).
- The University will not normally act upon anonymous reports, notably where there is insufficient information to advance a fair and thorough investigation. However, there may be circumstances, including if the reported perpetrator has been named anonymously in one or more instances, where it will be necessary for the University to assess whether further action can be taken, as part of the University's obligations to provide a duty of care, to all parties who may be affected. Further action may include one or more of the following: risk assessment, advising individuals where concerns about their behaviour have been raised, and/or assessing the matters raised under formal procedures.

8.8 A Step-by Step Guide dealing with reported or suspected abuse / radicalisation is included in [Appendix C](#).

9. Confidentiality

9.1 Any initial disclosure of suspected harm or radicalisation to a member of the University community should be treated seriously and with sensitivity. Where concerns exist regarding risk to the welfare of the child / vulnerable adult or where there are concerns about the individual being drawn into terrorism through radicalisation, the safety of the individual and/or the safety of other members of the community takes precedence, and confidentiality may be breached.

9.2 Therefore it should be made clear to the disclosing person and the child or vulnerable adult involved, that confidentiality cannot be guaranteed. They should be made aware that

relevant information may require to be shared, on a need-to-know basis, within the University and with external agencies.

- 9.3 Information disclosed will comply with the General Data Protection Regulations (GDPR) and in accordance with the University's privacy and data protection policies and notices [Privacy and data protection](#).

10. Version control

Version number	Purpose / changes	Document status	Author of changes, role and school / unit	Date
1.0	Migration of the policy to the Governance Zone.	Published	Lisa Stewart, Human Resources	25/06/2019
1.1	Change to expiry/review date	Published	Lisa Stewart HR	18/02/2020
1.1	Change to review date	Published.	Lisa Stewart HR	20/12/2021
1.3	Policy currently under review. Review date extended to allow review to take place.	Published.	Louise Milne HR Business Partner	27/04/2023
1.4	Policy currently under review. Review date extended to allow review to take place.	Published.	Louise Milne HR Business Partner	02/08/2023
1.5	Revision and update of policy following consultation with stakeholders.	Published.	Louise Milne HR Business Partner	11/12/2023

Appendix A: Good practice guidance for those in contact with children and vulnerable adults

It is the responsibility of each member of the University community to act professionally and respectfully in their dealings with others.

They must ensure that they are aware of the relevant legislation and policies relating to children and vulnerable adults, as outlined within this policy. Additionally, they must attend relevant training necessary as part of their role.

General points to be aware of when coming into contact with children or vulnerable adults may include (please note, this list is not exhaustive):

- Treat all children and vulnerable adults with fairness, dignity, equality and respect;
- Be sensitive to children or vulnerable adults' appearance, race, culture, religion and/or belief, sexual orientation, gender or disability;
- Respect a child or vulnerable adult's right to privacy;
- Always work in an open environment. If you are in a situation where you are alone with a child or vulnerable adult, make sure that others can clearly observe you. Where possible, leave the door open;
- Maintain a safe and professional distance in relationships with children and vulnerable adults. You should not share your personal contact details and you should not connect with them over social media except where that is specifically related to the University activity;
- Do not engage in sexual relationships with children and/or vulnerable adults;
- Avoid rough, physical or sexually provocative conduct with children or vulnerable adults;
- Do not provide children or vulnerable adults with access to alcohol (where that would be unlawful or inappropriate) or banned substances;
- Avoid use of inappropriate language (including sexually suggestive comments), and challenge any unacceptable behaviour;
- Where appropriate ensure you have written consent from the appropriate person before taking photographs or making video or audio recordings;
- If you are required to administer first aid ensure, wherever possible, that another employee is present, especially if you are concerned that necessary physical contact may be misconstrued.

Appendix B: Further definitions

1. Types of Harm / Abuse

- a. **Physical harm:** actual or attempted physical injury inflicted non-accidentally to vulnerable adult (including spitting, hitting, slapping, pushing, kicking), misuse of medication or drugs (including depriving someone of prescribed or non-prescribed drugs, or giving the person dangerously large amounts of drugs and/or alcohol) and inappropriate restraint or sanctions.
- b. **Sexual harm:** including inappropriate intimate contact, rape, sexual assault, sexual acts to which the vulnerable adult has not consented, could not consent or was pressured into consenting. It should be noted that it is a criminal offence for someone to have sexual relations with an adult in their care who suffers from mental disorder. (**The Sexual Offences Scotland Act 2009**)
- c. **Psychological/Emotional harm:** including threats of abandonment or harm, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.
- d. **Financial or material harm:** including theft, fraud, exploitation, scams, pressure in connection with wills, property, inheritance, financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- e. **Neglect and acts of omission:** including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, failure to share appropriate information, the withholding of the necessities of life, such as medication, adequate nutrition and heating. This includes self-neglect.
- f. **Discriminatory abuse:** including unequal treatment based on a protected characteristic, verbal abuse, derogatory comments, denial of communication aids, harassment or deliberate exclusion, denied access to services or given sub-standard services.
- g. **Modern Slavery:** including human trafficking, forced labour, domestic servitude, debt bondage, sexual exploitation such as escort work, prostitution, pornography.
- h. **Domestic violence or abuse:** including physical, sexual, psychological, financial abuse.
- i. **Institutional harm:** repeated instances of poor care or unsatisfactory professional practice.
- j. **A forced marriage:** is a marriage in which one or both parties do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage, and duress is involved. Duress includes both physical and emotional pressure. It is very different from arranged marriage, where both parties give their full and free consent to the marriage. (**Protecting and Supporting Adults at risk in Tayside. Multi Agency Adult Support and Protection Protocol, November 2015**)
- k. **Using e-technology and bullying:** In addition to the above types of abuse, new technologies, digital media and the internet are an integral part of everyday life. This has enabled new forms of social interaction, through social networking websites, for example. These new developments bring a variety of risks, such as: bullying, coercion or intimidation through email and online (cyber-bullying); identity theft and abuse of personal information; exposure to obscene, violent or distressing material; pro-eating disorder, self-harm or suicide sites; and

sexual exploitation by online predators – for example, grooming – often through social networking sites.

Any or all of these types of harm/abuse may be perpetrated as the result of deliberate intent, negligence or ignorance. This is not an exhaustive list of the types of harm/abuse that can occur. . Harm, abuse, mistreatment or neglect may occur as a result of specific incidents. However, concern may grow over a period of time and an accumulation of concerns may prompt a response in line with the contents of this protocol.

2. Prevent

The aim of the [Prevent strategy](#) is to ‘reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism’. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation’ (**Prevent Strategy, 2011**)

3. Prevent duty

This is defined as the duty imposed on universities and other public authorities by the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The government has issued statutory guidance for all public authorities, and guidance specifically aimed at universities, on this duty.

4. Terrorism

Under the Terrorism Act 2000, terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

Under this definition, the use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The terrorist ‘action’ may be as a result of persons acting alone or as part of organised groups. Four domains are identified:

- a. International terrorism,
- b. Northern Ireland related terrorism,
- c. Extreme right wing terrorism and
- d. other forms of both secular and religious terrorism.

The Terrorism Act 2006 created a number of ‘offences related to terrorism’, including encouraging terrorism, glorifying terrorism, disseminating terrorist publications, training for terrorism and preparing terrorist acts.

5. Extremism

In the ‘Prevent Duty’ guidance, extremism is defined as ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of the UK armed forces, whether in this country or overseas’.

6. Freedom of speech

The University will balance the duties set out in the Prevent strategy with the need to ensure freedom of speech and the importance of academic freedom.

Appendix C: Dealing with reported or suspected harm/abuse/radicalisation

Step-by-step guide

It is important to ensure that any declaration of suspected harm and/or being drawn into terrorism through radicalisation is treated seriously and sensitively. The limits of confidentiality should also be explained, as outlined in section 9 of this policy.

It should also be recognised that a declaration may be made to any member of the University community, in which case the institution is considered to have been informed.

If an individual presents with a critical situation and is requiring medical treatment, First Aid treatment must be the first step. Each Department will have a designated 'First Aider'. If an emergency situation arises, any member of staff can call the emergency services. Likewise, if any criminal act is suggested, the Police can be informed either independently or via a designated officer, in accordance with the University policies and procedures outlined in this Policy.

1. Recognise

All those in contact with children and/ or vulnerable adults must ensure that they are familiar with the potential signs of abuse or harm, as outlined in [Appendix D](#).

- Listen carefully and respond sensitively without expressing an opinion and without imposing your views and values;
- Do not ask direct and invasive questions. These can prevent the person from telling the full story and can also trigger trauma symptoms;
- Encourage, give lots of time and don't pressurise;
- Be aware that, for various reasons, disclosing such information can be difficult:
 - the person may be low in self-confidence;
 - they may have poor communication skills;
 - they may not expect to be believed;
 - there may be a background of threat or coercion;
 - they may be in receipt of presents, power or attention;
 - they may be protecting others, including an abuser/radicaliser or other potential victims;
 - the experience may have become a normal reality;
- Stay calm and keep listening, without expressing whatever shock, disgust or alarm you may personally feel;
- Be honest about needing to tell other people and reassure the person that you and others will try to keep them involved in the decision-making process. Under no circumstances should you contact or confront the alleged abuser/radicaliser, even if they are known to you or is a student / staff member of the university.

2. Record

Make a written record of your concerns as soon as possible after the conversation. This record should include the following information:

- Appropriate personal details e.g. name; age; address; ID number. If appropriate, telephone number; email address
- The nature of the concern. What has been told to you, using quotations where possible and being careful to be objective and factual. Be objective; do not make assumptions; do not

include personal opinions and interpretations. You may refer to any signs of harm/abuse ([Appendix D](#))

- The source(s) of information about the concern
- Any advice you have given to the person
- What you have discussed with the person
- Names of staff with whom you have discussed the incident
- Details of the action you have taken or any referrals you have made (internal and external)
- Date and signature of the person making the record.

3. Report

Individual members of staff should never deal with abuse disclosures or concerns about radicalisation in isolation and should always refer to [Report and Support](#) or directly to a [Designated Officer](#) (primary contact) for further information. These are the relevant people who should deal with the case and report suspected abuse to the Social Work Department or the Police.

4. Refer

Once the matter has been referred to the Designated Officer or their deputy/nominated person, it is the responsibility of that person to investigate the matter further and take such further action as is necessary under the circumstances. This may include:

- Assessing risk and ensuring that the child/vulnerable adult is not in any immediate danger. This includes taking any action deemed necessary under the circumstances, such as accessing the emergency services and liaising with other external agencies such as the Police and Social Work, as appropriate
- Gathering the details
- Liaising with others within the University, as appropriate
- Contacting parents or guardian unless this may place the child/vulnerable adult in harm
- Recording written records of all actions, discussions and decision-making rationale and keep these in a securely locked location
- Acting as the point of contact for any external agency throughout the investigation
- Referring the matter to be dealt with under the relevant internal procedure, including but not limited to Disciplinary Procedures, Fitness to Study or Fitness to Practice Procedures.

Appendix D: Recognising potential patterns and signs of harm (including radicalisation)

Please note that the following information relates to signs of possible harm only. They may not always be indicative of abuse, and it is advisable to approach the issue with due care, seeking advice from the Designated Officer as needed.

The clearest expression of harm is a statement by the person themselves. Alongside the trust this person placed in the individual they have reported this to, goes the responsibility to escalate concerns to the Designated Officer.

However, it is also recognised that suspicions of potential harm may come to light in other ways, which may include the following physical or behavioural signs (this list is not exhaustive):

- Unusual or suspicious injuries;
- Neglected or under nourished appearance;
- Dubious or inconsistent explanations for injuries or bruises;
- Becoming withdrawn, socially isolated and increasingly fearful (e.g. demonstration of fear by the person to another individual or demonstration of fear of going home);
- A prolonged interval between illness/injury and presentation for medical care;
- Difficulty in interviewing the person at risk (e.g. another individual unreasonably insists on being present);
- Anxious or disturbed behaviour on the part of the person at risk;
- Inappropriate sexual awareness

In addition, it is important to bear in mind the potential risk of radicalisation amongst children and vulnerable adults. It is impossible to point to indicators that demonstrate for certain that a person is being drawn into terrorist or extremist ideologies or potential radicalisation. However, factors to consider may include:

- Has there been a recent and noticeable change in the student's behaviour?
- Have they become withdrawn or isolated from/hostile to teaching staff, friends/ peers?
- Have they been frequently absent from tutorials? Have they suffered mental health issues?
- Is the student an 'adult at risk' of harm, as defined in the Adult Support and Protection (Scotland) Act 2007? This might make them more vulnerable to being drawn into extremism.
- Have they expressed intolerance towards more moderate views, or have they demonstrated extreme views regarding a section of society or government policy?
- Have they made any open statements suggesting a desire/intent to take part in or support extremist activity, for example in tutorial discussions or in written work?
- Is there evidence that they have been downloading, viewing or sharing extremist propaganda on the internet, including on social media sites?
- Has the student been found to be in possession of extremist literature?
- Does the student have any known connections with proscribed terrorist organisations or groups that hold or promote extremist views?
- If the student has been accessing extremist websites, might there be a good reason for them doing so (e.g. for academic or study purposes)? If so, has this been approved?
- Are there reports of concerns from other individuals about the student's behaviour?
- How serious and credible is the information available to the University, looked at as a whole? Is there a genuine concern that the student may be being drawn into extremism?

NB: Where there is credible information that an individual has committed or is about to commit an offence under the Terrorism Act 2000, then the University has a duty to report this to the Police.

CONTEST is The UK Government's counter terrorism strategy, published in 2011. The strategy comprises the four 'P's as below:

Prevent	Pursue	Protect	Prepare
<p>Aim to "prevent people from becoming terrorists or supporting terrorism. That will also require challenge to extremist ideologies which can be made to justify terrorism and intervention with some extremists who are moving into terrorism."</p>	<p>Aim: This means detecting and investigating threats at the earliest possible stage, disrupting terrorist activity before it can endanger the public and, wherever possible, prosecuting those responsible.</p>	<p>Aim: "To strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. The work focuses on border security, the transport system, national infrastructure and public places."</p>	<p>Aim: "To mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience so we can recover from its aftermath."</p>