

# Children and adults at risk safeguarding policy

October 2020 v1.8

**Safeguarding is at the foundation of AQA's work; therefore we are committed to the welfare of everyone we work with and serve.**

Safeguarding means protecting people's health and wellbeing and making sure they can live free from harm, abuse and neglect.

Everyone who works for or on behalf of AQA, such as staff, associates<sup>1</sup> or Trustees, has a responsibility to support the care and protection of children and adults at risk from abuse and exploitation.

AQA recognises that by employing staff and associates it is placing them in a position of trust, especially so where the post involves contact with children or adults at risk, however infrequent. AQA is committed to reducing the risk of employing any person intent on abusing this position of trust and identifying and responding to any incident of alleged abuse from its employees or associates fairly and swiftly.

AQA follows the [JCQ Principles](#) of safeguarding for children and adults at risk.

## Scope

This policy applies to everyone representing AQA in any way, in the presence of or having interaction with children or adults at risk.

- A child is anyone under the age of 18.
- An adult at risk is someone over the age of 18 who has a need for care and support or someone who is experiencing, or is at risk of experiencing neglect or abuse (Care Act, 2014).
- Abuse can take many forms and includes:
  - physical, psychological or sexual harm
  - a single event or a continuing series of events
  - a purposeful act or one caused by omission/neglect
  - harm, potential for harm, or threat of harm.

<sup>1</sup> An 'associate' is the name AQA gives to individuals who aren't employees but who have a contract with AQA to, for example, mark exam papers or visit schools as, say, an inspector.

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Please see the Definition of Abuse section for more detail on types of abuse and exploitation that might be identified and should be reported as a safeguarding concern.

People who work for or on behalf of AQA may identify abuse or neglect in a variety of ways, here are some examples but this is not an exhaustive list:

- exam scripts, coursework, or social media messages that indicate a student may be at risk.
- correspondence from parents or directly from candidates in relation to post results matters (such as appeals) that indicate a student may be at risk or that a centre did not act appropriately in relation to a safeguarding matter
- seeing or overhearing something when visiting a centre that causes you concern.
- witnessing behaviour that leads you to have a concern about someone who works for AQA.

### **Purpose**

This policy is designed to set out how AQA will protect children and adults at risk, to be clear about the expectations AQA has of its staff in relation to safeguarding and to give clear guidance on what to do if they have a safeguarding concern.

We will strive to keep children and adults at risk safe from abuse and neglect by:

- Raising concerns when they arise without delay
- Training AQA staff and associates to identify and respond to safeguarding concerns appropriately
- Having a clear line of accountability for AQA's safeguarding work through the safeguarding team, Safeguarding Lead and the Safeguarding Core Group
- Having clear, consistent and well understood policies and guidance
- Keeping clear records and storing these securely

### **Background to this policy**

AQA has a safeguarding strategy which sets out our broader work in relation to safeguarding. It is owned and progressed by a safeguarding core group which has senior level representatives from across AQA's different areas of business.

The Safeguarding Strategy is split into the following 3 areas:

1. Safeguarding Response and Review
2. Safer Workforce
3. Communications and Network

This policy sits under the 1<sup>st</sup> part of that strategy and links to the following relevant documents:

Safeguarding Process  
Safeguarding issue report form  
Safer Workforce Policy  
Code of Conduct

All of these documents are available on the AQA Hub. A copy of the Safeguarding issue report form is also available at the end of this policy.

In all instances, this policy sets out the minimum standard that is expected, and we rely on the judgement of any AQA employee or associate to exercise more caution depending on the situation

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if appropriate.

**Policy review**

This policy is owned by Becki Hinchliffe, Safeguarding Lead, AQA, Devas Street, Manchester, M15 6EX. Email: [rhinchliffe@aqa.org.uk](mailto:rhinchliffe@aqa.org.uk) Tel: 07467 442328

It is reviewed annually by AQA's Safeguarding Core Group, drawing on specialist safeguarding advice where necessary. The policy, and any change to it, is subject to ratification by AQA's Safeguarding Core Group.

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## Processes

If you are concerned about a child or adult at risk you must take action without delay. The action you take depends on the concern you have and how you have identified it.

**If you believe a child or adult at risk is in immediate danger then you must contact the emergency services.**

### Concerns identified when on a school / college visit:

1. Inform the centre's designated safeguarding lead (DSL). The name of the DSL and their deputies should be clearly signposted in the school reception and on their website. Alternatively, all members of the centre staff should know the name of their DSL.
2. Ask the DSL what action they intend to take
3. Record the incident, using the Safeguarding issue report form, including the conversation you have had with the DSL and email this along with any accompanying evidence to [safeguarding@aqa.org.uk](mailto:safeguarding@aqa.org.uk)
4. If you are unhappy with the response you receive from the DSL then you may contact your team leader and / or the safeguarding team for further advice

### Concerns identified whilst marking scripts (electronic)

1. Use the escalation button and select safeguarding as the reason for your concern
2. In the free text box please give clear reasons for your concern, it, may not be obvious to others why you are concerned
3. This alert is notified to the marking team who forward the concern to the [safeguarding@aqa.org.uk](mailto:safeguarding@aqa.org.uk) inbox
4. The marking team save the relevant part of the script into the safeguarding drive
5. Safeguarding team email acknowledgement of receipt of the concern to the marking team

### Concerns identified whilst marking scripts (paper)

1. Using the messaging function record why you are concerned and details of what has been written / drawn on the script, please also include your name and contact details
2. Complete the safeguarding issue report form and attach to the front of the script
3. Send the script and form back to AQA, Safeguarding Team, Exam Integrity, Devas Street, Manchester, M15 6EX immediately.
4. The marking team staff member who receives the message alert will contact the safeguarding team to make the referral via [safeguarding@aqa.org.uk](mailto:safeguarding@aqa.org.uk)
5. The safeguarding team will triage the case and may contact the examiner back by telephone to discuss what was written whilst the physical script is returned in the post.

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### **Concerns identified whilst marking scripts (unscannable paper scripts)**

1. Complete the safeguarding issue report form and email to [safeguarding@aga.org.uk](mailto:safeguarding@aga.org.uk) immediately. You may be contacted by the safeguarding team to discuss the referral further so please ensure that you have added your contact details.
2. Send the script back to AQA as usual but attach a copy of the safeguarding issue report form to the top and make sure that this script is on the top of the pile. If you are unable to print the safeguarding issue report form you have already emailed in, please put a note on the front of the script explaining this.

### **Concerns identified by customer services, social media monitoring or any other concern**

1. Complete the safeguarding issue report form and send to [safeguarding@AQA.org.uk](mailto:safeguarding@AQA.org.uk) , please include any evidence with this such as a screenshot, copy of email, letter etc.

### **Concerns about AQA staff member or associate**

1. Inform your manager / team leader who will take details and take any required, immediate safeguarding actions
2. Managers/ team leaders will contact AQA Safeguarding Lead who will instigate the allegations management process (detailed in the Safer Workforce Policy available on the AQA Hub)

Remember if you are ever unsure of what action to take you can contact the safeguarding team for a discussion but please be aware that these discussions cannot be kept confidential and action will be taken where necessary.

### **Action taken after a concern is raised**

All concerns raised with the safeguarding team will be taken seriously they will be recorded in the Safeguarding App in CRM and triaged according to their seriousness. The safeguarding team may then:

- Determine the case is not a safeguarding concern but pass onto another AQA team (i.e. malpractice, information security, HR) and then close as a safeguarding case
- Contact the centre involved and liaise with their Designated Safeguarding Lead to ensure support is given to any child or adult at risk about whom the concern is raised
- Liaise with the centre involved regarding concerns about centre staff to ensure these concerns are addressed appropriately
- Contact local authority social care or education safeguarding services should a concern require this response and a centre be unwilling make this contact themselves
- Contact the police for a welfare check on a child or adult at risk

### **Feedback**

Unfortunately, the safeguarding team will not be able to provide you with feedback after you have made a referral due to the sensitive and confidential nature of safeguarding work. However, from time to time generalised feedback may be given about the quality of referrals received. This is to

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help reduce the number of referrals to the safeguarding team that might best be referred to a different team or where the referrers values and beliefs may have led them to misinterpret information as concerning. Feedback will also be given to those providing appropriate and high quality referrals. Anonymised examples of both may be used in training to assist in improving all of AQA's understanding of its safeguarding role.

All referrals received through the [safeguarding@qa.org.uk](mailto:safeguarding@qa.org.uk) inbox will be acknowledged by a short return email just to confirm receipt.

### **Information handling**

All referrals made to the safeguarding team and any additional documentation is handled confidentially and shared only on a need to know basis. Information is stored on a restricted drive and is deleted in accordance with AQA's retention policy.

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## AQA's code of conduct

The AQA code of conduct (below) describes how AQA expects people to act when visiting centres or dealing with a safeguarding matter. This is in line with the JCQ's (Joint Council for Qualifications) [Principles for safeguarding children and vulnerable adults](#), available on the JCQ

### Do

- ✓ Communicate with a child or adult at risk in an open, professional manner (including during telephone conversations).
- ✓ Record video meetings if these are conducted 1-1 with a child or adult at risk, clearly informing them of your intention to do so.
- ✓ Maintain an appropriate distance physically and professionally.
- ✓ Treat each child or adult at risk equally and with dignity and respect. Their welfare must be put first.
- ✓ Dress appropriately and professionally.
- ✓ Be aware at all times of the effects and consequences that your words and actions might have.
- ✓ Contact the institution concerned within their normal working day.
- ✓ Ensure that this Code of Conduct and associated safeguarding documents are brought to the attention of all engaged and contracted to work with, for or on behalf of AQA and used whenever required to reinforce AQA's expectations of staff.

### Do not

- ✗ Arrange situations in which you are left alone with a child or adult at risk.
- ✗ Act in any way that might make a child or adult at risk feel uncomfortable.
- ✗ Go beyond the remit of the assessment task; being drawn into personal conversations.
- ✗ Engage in any form of contact that is not on official premises or outside of business hours.
- ✗ Do not engage in any physical contact with a child or adult at risk even you consider this to be "horseplay" or in order to comfort a child or adult at risk who may be upset.
- ✗ Use or tolerate the use of inappropriate language by any party in the presence of or by a child or adult at risk.
- ✗ Exchange personal contact information including through social media. Accepting "friend requests" from children or adults at risk is prohibited
- ✗ Allow any allegation concerning the welfare of a child or adult at risk to go unreported.
- ✗ Promise that information shared by a child or adult at risk will be kept confidential.

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website.

## **Advice for specific situations**

### **When visiting schools/colleges/centres**

It is AQA policy that no visiting AQA employee or associate is ever left unaccompanied with children or adults at risk. If a responsible adult, provided by the school or college, is not available, then the AQA staff member or associate will remove themselves immediately from that situation, if necessary rescheduling the visit to the school or college.

If an AQA employee or associate is ever left working alone where there is a potential for a child or adult at risk to enter the room, they must take appropriate action to prevent this, eg, by placing 'do not enter' notices on the door, or locking the room.

### **Investigating allegations of malpractice**

AQA employees visiting a school/college to interview a child or adult at risk must always be accompanied by another AQA employee or associate. The school's own policy on accompanied interviews must also be observed in addition to this requirement.

### **Research staff**

Any member of the Research and Development team who is interviewing a student for research purposes, must be DBS checked in line with the separate Research Code of Practice. Further information on safeguarding for research staff is available in the Researchers Handbook.

### **Assessment of performed works without an audience**

When assessing solo work without an audience (e.g., GCE Modern Foreign Languages), a responsible adult must also be present in the room with the AQA employee or associate. If this is not possible, then the exam cannot take place and must be rescheduled.

### **Performances in Dance, Drama and Theatre Studies, Expressive and Performing Arts**

A member of staff from the school/college must always be present during any performance assessed by an AQA associate. If this is not possible, the assessment must be rescheduled.

AQA requires a signed declaration form from the Head of the school/college that they have approved the performance's content and presentation as being suitable for the age group performing it before it can be assessed by an AQA employee or associate. This is to ensure that any elements of possible abuse themes (eg, obscene language, violence, nudity and sex) are age-appropriate and integral to the performance.

## **If you are an AQA employee and need support**

- If you have been affected by a safeguarding case you can contact the Safeguarding Lead for a discussion and support
- You can also access the Wellbeing pages on the Hub to find out what advice and support can be obtained through AQA's Wellbeing Team, or alternatively through Validium - AQA's Employee Assistance Programme.



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## Further information

For further information, and the relevant legislation that applies to safeguarding in the UK, please see:

- The Children Act 1989 - <http://www.legislation.gov.uk/ukpga/1989/41/contents>
- The Children Act 2004 - <https://www.legislation.gov.uk/ukpga/2004/31/contents>
- The Education Act 2002 - <http://www.legislation.gov.uk/ukpga/2002/32/contents>
- The Safeguarding of Vulnerable Groups Act 2006 - <http://www.legislation.gov.uk/ukpga/2006/47/contents>
- For the Children's Acts and relevant guidance when working in schools or otherwise with children - [www.education.gov.uk](http://www.education.gov.uk)
- Statutory guidance on inter-agency working to safeguard and promote the welfare of children - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Statutory guidance for schools and colleges on safeguarding children and safer recruitment - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The Care Act 2014 - <https://www.legislation.gov.uk/ukpga/2014/23/enacted>
- Mental Capacity Act 2005 - <https://www.legislation.gov.uk/ukpga/2005/9/contents>

## Useful contacts

NSPCC	0808 800 5000	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Childline	0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Disclosure and Barring Service (DBS)	0870 909 0811	<a href="http://www.gov.uk/dbs">www.gov.uk/dbs</a>
Ann Craft Trust	0115 951 5400	<a href="http://www.anncrafttrust.org/">www.anncrafttrust.org/</a>
Womens Aid	Womens Aid do not operate a general enquiry phone number but the website has a wealth of information about domestic abuse and the local services that are available	<a href="http://www.womensaid.org.uk/">www.womensaid.org.uk/</a>
Mind	0300 123 3393	<a href="http://www.mind.org.uk/">www.mind.org.uk/</a>
Young Minds	Parents Helpline - 0808 802 5544	<a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a>

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## Appendices

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### **Appendix 1: definition of ‘children’ and ‘adults at risk’**

A child is defined as a person under the age of 18 (The Children Act 1989)

An adult at risk is defined in The Care Act 2014 as:

- 18 or over
- *“Who is or may be in need of care services by reason of mental or other disability, age or illness, and who is, or may be unable to take care of himself or herself, or unable to protect him or herself against significant harm or exploitation”.*

Children who have disabilities are at an increased risk of being abused compared with their non-disabled peers. For more information please see the link below from the NSPCC website - <https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children>

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## Appendix 2: AQA's general principles for children

- Every child, whatever their background or their circumstances, should have the support they need to:
  - be healthy
  - stay safe
  - enjoy and achieve through learning
  - make a positive contribution to society
  - achieve economic wellbeing.
- The welfare of the child is paramount.
- All children have equal rights to protection from abuse and exploitation.
- All children should feel safe and supported if they have to raise issues associated with abuse.
- All children should be encouraged to fulfil their potential.
- Everybody has a responsibility to support the care and safeguarding of children.
- Awarding bodies have a duty of care to all children with whom their employees and associates have contact.
- Sharing information and working with other organisations and agencies is vital in maximising protection from abuse.

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### Appendix 3: Principles for safeguarding adults at risk

AQA is guided by the principles set out in the Care Act 2014 for the safeguarding of adults at risk these are:

**Empowerment** - People being supported and encouraged to make their own decisions and informed consent

**Prevention** - It is better to take action before harm occurs

**Proportionality** - The least intrusive response appropriate to the risk presented

**Protection** - Support and representation for those in greatest need

**Partnership** - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse

**Accountability** - Accountability and transparency in delivering safeguarding

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## Appendix 4: Definitions of Abuse

Child safeguarding uses 4 potential categories of abuse when placing a child on a child protection plan, these are:

1. Physical
2. Sexual
3. Emotional
4. Neglect

However, there is an increasing awareness of contextual safeguarding which includes safeguarding issues facing children outside of the family home such as:

1. Child Sexual Exploitation
2. Child Criminal Exploitation
3. Online Abuse
4. Harmful Sexual Behaviour
5. Child Trafficking
6. Children affected by Gang activity
7. Children who go Missing

Adult safeguarding considers 10 categories of abuse:

1. Physical
2. Sexual
3. Emotional (or psychological)
4. Neglect
5. Financial
6. Self Neglect
7. Organisational
8. Discriminatory
9. Domestic Abuse
10. Modern Slavery

**Both Children and Adults at risk can also be vulnerable to radicalisation, FGM and Forced Marriage.**

Below are definitions for all of these types of abuse.

### Physical

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

### Sexual

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse

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Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Emotional (or psychological)**

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

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Financial**

Including:

- theft
- fraud
- internet scamming
- coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions
- the misuse or misappropriation of property, possessions or benefits

### **Self Neglect**

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. A decision on whether a response is required under safeguarding will depend on the adult's ability to protect themselves by controlling their own behaviour. There may come a point when they are no longer able to do this, without external support.

### **Organisational**

Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

### **Discriminatory**

Including:

- harassment

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- slurs or similar treatment:
  - because of race
  - gender and gender identity
  - age
  - disability
  - sexual orientation
  - religion

### **Domestic Abuse**

Including:

- psychological
- physical
- sexual
- financial
- emotional abuse
- so called 'honour' based violence

### **Modern Slavery**

Encompasses:

- slavery
- human trafficking
- forced labour and domestic servitude.
- traffickers and slave masters using whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

### **Child Sexual Exploitation**

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

### **Child Criminal Exploitation**

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

### **Online Abuse**

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices.

It can happen anywhere online that allows digital communication, such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games.

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Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Children and young people may experience several types of abuse online:

- bullying/cyberbullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)
- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

### **Harmful Sexual Behaviour**

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It's harmful to the children and young people who display it, as well as those it is directed towards.

### **Child Trafficking**

Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation. Child trafficking is a form of modern slavery

Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

- child sexual exploitation
- criminal activity, including:
  - cannabis cultivation
  - street crime - such as pickpocketing, begging and bag theft
  - moving drugs
  - benefit fraud
  - immigration fraud
  - selling pirated goods, such as DVDs
- forced marriage
- domestic servitude, including:
  - cleaning
  - childcare
  - cooking
- forced labour, including working in:
  - restaurants
  - nail bars
  - factories
  - agriculture
- illegal adoption
- unreported private fostering arrangements (for any exploitative purpose).

This list is not exhaustive and children who are trafficked are often exploited in more than one way.



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### **Children affected by gang activity**

Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a street gang. A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

A street gang will engage in criminal activity and violence and may lay claim over territory (not necessarily geographical for example it could include an illegal economy territory). They have some form of identifying structure featuring a hierarchy usually based on age, physical strength, propensity to violence or older sibling rank. There may be certain rites involving antisocial or criminal behaviour or sex acts in order to become part of the gang. They are in conflict with other similar gangs.

An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). This involves serious and organised criminality by a core of violent gang members who exploit vulnerable young people and adults.

### **Children who go Missing**

Anyone<sup>2</sup> whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be subject of crime or at risk of harm to themselves or another.

### **Radicalisation**

Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the 2011 Prevent strategy 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 that definition of extremism is calls for the death of members of UK armed forces, whether in this country or overseas.

### **FGM (Female Genital Mutilation)**

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but there is no medical reason for this to be done. It is also known as female circumcision or cutting, and by other terms, such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

### **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical: for example, threats, physical violence or sexual violence
- emotional and psychological: for example, making someone feel like they are bringing 'shame' on their family
- Financial abuse, for example taking someone's wages, may also be a factor.

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<sup>2</sup> This is the police definition of missing and equally applies to adults whether at risk or not

# Safeguarding issue report form

**If you have a concern about an individual's immediate safety, do not delay, call 999 to gain the assistance required.**

This form along with any accompanying material, eg scripts, should be sent to:

AQA's Safeguarding Lead, Exam Integrity, AQA, Devas Street, Manchester, M15 6EX. Email: [safeguarding@qa.org.uk](mailto:safeguarding@qa.org.uk)

Please: **be specific** – what is the exact nature of the concern?

**show the evidence** – what did you see, hear? Who said what, when, how?

**be precise** about the time, if relevant

**State whether** you have a concern about an individual's **immediate safety**.

Your name (please print):	
Your role with AQA:	
Email:	
Daytime contact number:	
Name of child or adult at risk (if known):	
Candidate number:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Centre number:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Centre phone number if known:	
Date incident came to your attention:	
How did it come to your attention?	

Nature of concern:	
Date reported to AQA's Safeguarding Lead:	
Details of any enclosures:	

**If becoming aware of this incident has caused you distress, please contact your line manager or team leader in the first instance.**

**Office use only:**

Date of referral to Centre's Designated Safeguarding Lead/Social Care/Police (circle as appropriate): ( / / \_\_\_\_\_ )

Confirmation of receipt received from centre/agency: date ( / / )

Date of follow up action: (2 months from date of referral): ( / / )

Date follow up contact made: ( / / ) Date outcome received: ( / / ) (Attach to form)

Incident closed: (Yes/No)?

Staff member closing case:

Date: ( / / )

Signed:

Safeguarding Lead Signature:

Date: ( / / )

**Policy review:** AQA's Children and adult at risk safeguarding policy is reviewed annually by AQA's Safeguarding Core Group, drawing on specialist safeguarding advice where necessary. The policy, and any changes to it, is subject to ratification by AQA's Executive Team.

**Ratification date: October 2020**

**Review date: October 2021**