

Additional safeguarding guidance and training documents:

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Protecting Adults at Risk of Harm: Additional Guidance

Purpose

This document was created to allow staff and volunteers to access a range of additional information to complement the induction and training process and to support continuing professional development of our employees and volunteers. By reading this document and exploring the links within, a greater understanding and confidence when recognising and responding to safeguarding concerns.

Communication and Language

Through our use of language, whether consciously or unconsciously, we can exacerbate existing inequalities. It is important that we take the time to reflect on the language we use and the impact this might have on those around us.

Why is Language Important in Safeguarding?

It is important that we consider the terminology we use and explain any 'jargon' and complex terminology to ensure that people understand what safeguarding is and what their role is if they have any concerns.

Different agencies and professions have different ways of understanding and describing needs and so a complex range of terminology and acronyms can often be used. If this terminology is not explained, it can mean that other professionals and the people and families we work with feel disempowered and excluded. This may in turn harm partnership working and affect the outcomes of our work. If the words we use imply hierarchy, moral superiority or suggest victim-blaming, this could have a stigmatising impact.

Choosing neutral terminology or shifting phrases to describe the abuse or harm that has occurred, ensuring there is no implied blame on the victim increases inclusivity within safeguarding practice.

The MCF is mindful of the use of appropriate language to highlight that a person is understood, listened to, respected, their experiences taken seriously, in the hope that a "safe space" is created which will, where appropriate, encourage people to disclose harm and abuse or access support.

Click here to learn more about appropriate language in Child Exploitation and Abuse from the Children's Society.
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Oxfam have an Inclusive Language Guide for all ages, click here to learn more.
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In section sections two and three later in this document, specific reference to inclusive language is made where appropriate in recognition that communicating with people at different developmental stages and chronological ages is rightly different and has nuances to consider.

Factors that increase the risk of abuse and harm

There are many factors that can increase the risk of abuse or harm happening to a person at any age. In many cases there are general themes, some are more specific to children or adults. Any one of these factors can indicate a greater risk of abuse, but

the presence of one or more does not mean that abuse is taking place. For example, an elderly person can live in isolation and has a previous history of abuse but can be safe and happy as they are. In this situation, unsolicited intervention, based on these two factors alone could result in abuse, as the person's needs and wishes may be ignored and their ability to make decisions removed.

For a more detailed list of Risks that Increase the likelihood of abuse happening, click [here](#). The link to the Lichfield Local Authority Website has information for both adults and children.

Section One

Indicators of Abuse in Adults and Children

There are many indicators of abuse that are shared across adults and children. Often, a change in behaviour is noticed along with other indicators such as bruising in the case of physical abuse.

Within sections two and three there are links to definitions and further learning with specific details of how a particular type of abuse can manifest and impact the lives of adults and children in different ways.

When reading the information in this policy, processes and the linked information, it is important to remember that the appearance of bruises, for example, or a change in behaviour does not, without context, mean that the person is being abused.

Click [here](#) for a list of some of the indicators of abuse that are commonly noticed in both adults and children.

Glossary of Terms Relevant to both Adults and Children.

Term	Definition:	Associated Links to further reading:
Safeguarding (pre-emptive actions):	<p>Creating a safe and welcoming environment, where everyone is respected and valued, is at the heart of safeguarding. It's about making sure the MCF is run in a way that actively prevents harm, harassment, bullying, abuse and neglect. It's also about being ready to respond safely and well if there is a problem.</p> <p>Everyone in the organisation has a role to play in safeguarding. It should become part of our day-to-day activities.</p> <p>Every organisation that delivers charitable activities has a duty to safeguard volunteers, staff members, participants and donors (stakeholders).</p>	NCVO website definition .
Safeguarding and protecting people for charities and trustees	<p>Protecting people and safeguarding responsibilities is a governance priority for all charities. It is a fundamental part of operating as a charity for the public benefit. As part of fulfilling the trustee duties, whether working online or in person, trustees must take reasonable steps to protect from harm people who encounter the charity. This includes:</p> <ul style="list-style-type: none"> • people who benefit from the MCF's charity's work • staff • volunteers • other people who interact with the MCF through its work 	Link to Charity Commission Gov.UK website.
Designated Safeguarding Lead	<p>Every organisation that works with children needs to have someone that takes the lead on safeguarding and child protection. We refer to them as a nominated child protection lead but they may also be known as:</p> <ul style="list-style-type: none"> • Designated Safeguarding Officer (DSO) • Designated Safeguarding Lead (DSL) • "Named person" for child protection • Child protection officer • Child protection lead • Safeguarding or child protection coordinator. 	<p>Link to Charity Commission Gov.UK website for expectations</p> <p>The link here for a definition from the NSPCC.</p>
Deputy Designated Safeguarding Lead	<p>The DDSL role was first outlined in the 2018 KCSIE. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.</p> <p>Activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL. This lead responsibility should not be delegated to someone else.</p>	Link to definition.
Discrimination and Protected Characteristics	<p>Types of discrimination ('protected characteristics')</p> <p>It is against the law to discriminate against anyone because of:</p> <ul style="list-style-type: none"> • age • gender reassignment • being married or in a civil partnership • being pregnant or on maternity leave • disability • race including colour, nationality, ethnic or national origin • religion or belief 	Click here for the Government information on discrimination.

	<ul style="list-style-type: none"> • sex • sexual orientation <p>These are called 'protected characteristics'. You're protected from discrimination:</p> <ul style="list-style-type: none"> • at work • in education • as a consumer • when using public services • when buying or renting property • as a member or guest of a private club or association <p>You're legally protected from discrimination by the Equality Act 2010.</p> <ul style="list-style-type: none"> • You're also protected from discrimination if: • you're associated with someone who has a protected characteristic, for example a family member or friend • you've complained about discrimination or supported someone else's claim 	
Inclusive/ Inclusivity	<p>At its heart, an Inclusive environment/culture is designed to ensure that everyone, regardless of their background, identity, or circumstance, has equal access to opportunities and resources. Its Definition centres on fairness and equity. Moving beyond simple equality to address systemic barriers that prevent certain groups from fully participating in society or within an organisation.</p> <p>Participation → Actively involving diverse groups in decision-making processes that affect their lives.</p> <p>Respect → Valuing and celebrating the differences among individuals and groups.</p>	<p>Click here to explore more on Equity, Diversity and Inclusion with the NCVO</p>
Accessibility	Ensuring that physical spaces, information, and technologies are usable by everyone, including people with disabilities.	
Equity	Acknowledging that people start from different places and require different levels of support to achieve equal outcomes. Equity means providing tailored support to ensure fair access, opportunities, and outcomes for all.	
Intersectionality	Intersectionality is a term coined in the late 1980s by American academic Kimberlé Crenshaw. It describes how race, class, gender and other personal characteristics 'intersect' with one another and overlap. She wanted to remind people that when thinking about equality, we need to think beyond singular attributes like skin colour and gender and recognise that all humans have more than one characteristic that may be subject to discrimination or hostility. For example, while a woman may experience sexism, a black lesbian may be at risk of experiencing not only sexism but also racism and homophobia. However, by listening to and respecting people when they share their lives with you, you can begin to understand their intersectional experiences.	
Privilege	Privilege isn't limited to skin colour. There are many other attributes that can confer privilege such as class, gender and sexuality. Unlike your accomplishments and achievements which can give you an earned advantage, privilege stems from the way that society has developed through time to create	<p>Mind Impact of Privilege in Peer Support.</p> <p>University Of Edinburgh Equality, Diversity and</p>



	<p>innate advantages for certain groups of people, which have existed for so long that we don't even notice them.</p> <p>Here are some examples of how privilege works:</p> <p>White privilege means that you never worry about being singled out for a traffic stop due to your race while driving through a suburb.</p> <p>Cisgendered privilege means never having to worry about what will happen if you use the "wrong" bathroom.</p> <p>Sexual orientation privilege means you have never experienced what it is like to have to read the news to see if your marital relationship is legal.</p> <p>Male privilege means never worrying that your style of clothing will invite unwanted sexual advances and accusations that you only have your job because of your looks.</p> <p>There are two main ways you can engage with the idea of 'privilege'. The first, is to acknowledge the ways that you might be advantaged through how society is set up. The second, is to become aware to the fact that other people may not have these advantages. Once you do these, you can then explore how to use your privilege for the good of others.</p>	<p>Inclusion Website.</p> <p>Disability Rights UK: Inclusion and Intersectionality.</p> <p>Mencap Intersectionality Definition.</p>
Well-being Principle	<p>How is wellbeing understood under the Care Act?</p> <p>'Wellbeing' is a broad concept and is described as relating to the following areas in particular:</p> <ul style="list-style-type: none"> • personal dignity (including treatment of the individual with respect) • physical and mental health and emotional wellbeing • protection from abuse and neglect • control by the individual over their day-to-day life (including over care and support provided and the way they are provided) • participation in work, education, training or recreation • social and economic wellbeing • domestic, family and personal domains • suitability of the individual's living accommodation • the individual's contribution to society <p>There is no hierarchy in the areas of wellbeing listed above – all are equally important. There is also no single definition of wellbeing, as how this is interpreted will depend on the individual, their circumstances and their priorities.</p> <p>Wellbeing encompasses several areas of life. Therefore, using a holistic approach to ensure a clear understanding of the individual's views is vital to identifying and defining wellbeing in each case.</p>	<p>Wellbeing in the Care Act 2014</p>
Person Centred	<p>Being person-centred is about focusing care on the needs of individual. Ensuring that people's preferences, needs and values guide clinical decisions and providing care that is respectful of and responsive to them.</p>	<p>NHS definition.</p>
Vulnerable Person	<p>A person less able to take care of themselves or protect themselves from exploitation, for example a person with mobility problems, a person with mental health difficulties, and children.</p>	<p>Link to definition here.</p>
Allegation	<p>A statement that someone has done something wrong or illegal, but which has not been proved to be true.</p>	<p>Cambridge Dictionary.</p>



Disclosure	<p>What is a disclosure?</p> <p>Put simply, a disclosure happens when:</p> <ul style="list-style-type: none"> • The adult communicates that they have been (or are worried they may be) abused or neglected; or • Any other person reveals that they have seen an incident of abuse or neglect, or found evidence that indicates it may be, or is occurring. <p>A disclosure can be verbal but can also be written (for example a text, email or letter).</p> <p>A disclosure can relate to abuse that is happening now, may happen in the future or has happened in the past (historical).</p>	<p>Definition from Northumberland Safeguarding Adults.</p>
Disguised Compliance	<p>A parent's or carer's behaviour can make it difficult for school staff to recognise abuse or neglect at an early enough stage or delay reporting it.</p> <p>Disguised compliance involves care-givers presenting an appearance of being co-operative and supportive to avoid scrutiny, suspicion or concern.</p>	<p>The Safeguarding Network have information here</p>
Domestic Abuse	<p>Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Anyone forced to change their behaviour because they are frightened of their partner or ex-partner's reaction is experiencing abuse.</p> <p>Domestic abuse is not always physical violence. It can also include:</p> <ul style="list-style-type: none"> • coercive control and 'gaslighting' • economic abuse • online abuse • threats and intimidation • emotional abuse • sexual abuse <p>Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, religion, socio-economic status, sexuality or background. Domestic abuse is never the fault of the person who is experiencing it. Domestic abuse is a crime. Children can also be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).</p>	<p>Domestic Abuse Guidance from Gov.UK</p> <p>Click here to learn more from the NSPCC.</p>
Harassment and Stalking	<p>The Protection from Harassment Act 1997 indicates that someone's actions amount to harassment when they make the victim feel distressed, humiliated, threatened or fearful of further violence. The main goal of harassment is to persuade victims either not to do something that they are entitled or required to do or to do something that they are not obliged to do. Actions listed under the Protection from Harassment Act include, but are not limited to:</p> <ul style="list-style-type: none"> • phone calls • letters • emails • visits • stalking • verbal abuse of any kind, including on social media • threats • damage to property 	<p>Local Government Association Guidance.</p>



	<ul style="list-style-type: none"> • bodily harm • Such actions amount to harassment when they occur more than once. 	
Hate Crime	Hate crime is when someone does something to hurt someone because of who they are - such as because of their race, sexuality or disability.	CPS Hate Crime
Cyber Bullying	Cyber bullying occurs when someone repeatedly makes fun of another person online or repeatedly picks on another person through emails or text messages. It can also involve using online forums with the intention of harming, damaging, humiliating, or isolating another person. It includes various types of bullying, including racist bullying, homophobic bullying, or bullying related to special education needs and disabilities. The main difference is that, instead of the perpetrator carrying out the bullying face-to-face, they use technology to do it.	Click here to visit the Ann Craft Trust Website.
Gender Based Crime	Experiencing gender-based Hate Crime can be extremely isolating and distressing. Gender-based Hate Crimes disproportionately affect women and girls as it is driven by misogyny, the belief that women are a lesser gender than men and should always remain at a lower status than men. Gender-based Hate Crimes are used as a form of intimidation and suppression of different ways of life and expressions of identity that are not perceived to be following “traditional” gender roles and norms. Gender-based Hate Crime can also affect men. It is known as misandry and is defined as hatred of, contempt for, or prejudice against men or boys.	Stop Hate UK
Forced Marriage	This is a term used to describe a marriage in which one or both of the parties are married without their consent or against their will. A forced marriage differs from an arranged marriage, in which both parties’ consent to the assistance of a third party in identifying a spouse. The Anti-Social Behaviour, Crime and Policing Act 2014 make it a criminal offence to force someone to marry. If you’re under 18 any marriage is considered a forced marriage, even if there is no physical or emotional pressure involved.	Forced Marriage Unit at Gov.UK Ann Craft Trust
Female Genital Mutilation	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but there’s no medical reason for this to be done. It’s also known as female circumcision or cutting, and by other terms, such as Sunna, gudniin, halalays, tahir, megrez and khitan, among others. It is illegal in the UK and child abuse.	Click here to learn more from the NHS website. Click here to learn more from NSPCC
Trafficking	Human trafficking is an offence that covers the movement of a person or people from one place to another with the intent to exploit them. Trafficking in “persons” means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or	The Crown Prosecution Service also has details . Modern Slavery Act 2015 Click here to learn more



	services, slavery or practices like slavery, servitude or removal of organs.”	about Child Trafficking and Modern Slavery from the NSPCC.
Modern Slavery	Modern slavery is defined as the recruitment, movement, harbouring or receiving of children, women or men using force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. It is a crime under the Modern Slavery Act and includes holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after	
County Lines	County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The ‘County Line’ is the mobile phone line used to take the orders of drugs. Importing areas (areas where the drugs are taken to) are reporting increased levels of violence and weapons-related crimes because of this trend.	The National Crime Agency also has details here . Click here to learn more about County Lines from the NSPCC
Mate Crime	You may have heard of the terms mate crime and hate crime. It’s a form of bullying that can be reported to the police. Mate crime is when someone says they are your friend, but they do things that take advantage of you, like ask you for money a lot. A real friend does not need to be bought, and someone who takes your money, asks you to pay for lots of things, or makes you feel uncomfortable is not a true friend.	Mencap Website regarding Mate Crime . Ann Craft Trust
Cuckooing	When a homeowner or tenant is a victim of Cuckooing, they are most commonly a vulnerable person who is less able to resist, such as elderly people, people with disabilities, people with mental health illnesses, those socially isolated, those financially vulnerable, sex workers, those addicted to substances and undocumented migrants. Cuckooing is deemed as a form of exploitation as it functions by means of control. This control can be financial, physical or psychological. Cuckooing might also be referred to as “home takeover”, or “home invasion”. This criminal activity could involve offences relating to drugs, sexual abuse, and weapons. Criminals might also use the property to store money or stolen goods, or simply as a place to sleep.	Hope for Justice Cuckooing Ann Craft Trust
Radicalisation	Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It is a form of harm. The process of radicalisation may involve: <ul style="list-style-type: none"> • being groomed online or in person • exploitation, including sexual exploitation • psychological manipulation • exposure to violent material and other inappropriate information • the risk of physical harm or death through extremist acts. Radicalisation can happen both in person and online. Everyone is different, and there is no checklist that can tell us if someone is being radicalised or becoming involved in terrorism. But these signs may mean someone is being radicalised: <ul style="list-style-type: none"> • accessing extremist content online or downloading propaganda material • justifying the use of violence to solve societal issues 	Get Help for Radicalisation Concerns Gov,UK website. Click here to learn more from the NSPCC

	<ul style="list-style-type: none"> • altering their style of dress or appearance to accord with an extremist group • being unwilling to engage with people who they see as different, • using certain symbols associated with terrorist organisations <p>Radicalisation can happen to anyone of any age, but some vulnerabilities allow those seeking to radicalise the opportunity to target and identify a person or groups of people over others:</p> <ul style="list-style-type: none"> • Struggling with a sense of identity and feeling confused where they fit in or belong • Feeling under threat either personally, or as part of a community • Feeling angry or wronged about events like conflicts or terrorist incidents happening in the UK or abroad • Mental health issues • A traumatic life event like bereavement, or the loss of a job or home • Experiencing racism, bullying or discrimination • Family issues • Feeling left behind <p>It happens gradually so the people who are affected may not realise what it is that they are being drawn into.</p>	
Prevent Duty (2023)	<p>The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. Delivery of Prevent is grounded in early intervention and safeguarding.</p> <p>Prevent has three objectives:</p> <ul style="list-style-type: none"> • to tackle the ideological causes of terrorism • to intervene early to support people to stop them from becoming terrorists or supporting terrorism; and • to rehabilitate those who have engaged in terrorist activity 	<p>Glossary of Terms in Prevent Duty (includes definitions of extremist groups).</p> <p>Prevent Duty for those with Safeguarding responsibility. Gov.UK website.</p>
Channel Referral	<p>Channel focuses on providing support at an early stage to people who are at risk of radicalisation, supporting terrorism or committing terrorist acts.</p> <p>Channel provides early support for anyone who is at risk of radicalisation, supporting terrorist organisations, or committing acts of terrorism, regardless of age, faith, ethnicity or background. People can receive support before they begin on, or once they are on a trajectory towards participating in terrorist related activity.</p> <p>The support provided by the Channel programme may include:</p> <ul style="list-style-type: none"> • mentoring • mental health support such as counselling • education or career development support • online safety training for parents 	

Section Two

Child Protection information and guidance:

The purpose of this section of the guidance is to:

- Highlight definitions, terminology and good practise that specifically relates to children to ensure that the Masonic Charitable Foundation, whilst not engaging in any “regulated activities” is able to act on any safeguarding and/or protection concerns.
- Protect children and young people whose families, parents or carers receive our support and/or services from harm.
- To provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

Legal framework

This policy has been drawn up based on legislation, policy and guidance that seeks to protect children in England/Northern Ireland/Scotland/Wales. Due to the nature of the support the MCF offers, it is important that there is an awareness of the legal framework in the four nations that make up the United Kingdom.

A summary of the key legislation and guidance is available from nspcc.org.uk/childprotection.

Definitions and Terminology for Children (under 18 years old)

Whilst we recognise that abuse and harm in all forms can happen to anyone at any stage in their life, the following definitions, terminology and references are for the purposes of child protection and safeguarding awareness and should be held in mind when making decisions about identifying concerns and sharing information.

Safeguarding a Child

This type of safeguarding is protecting children from abuse, maltreatment, or exploitation, as well as preventing any harm to a child’s health or ability to develop. Individuals caring for children should also make sure they provide consistent safe and effective care and positive outcomes that allow a child to thrive and be successful as an adult. Safeguarding a child means you are identifying them and protecting them from harm. According to “Keeping Children Safe in Education” (2024) safeguarding children is:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children’s mental and physical 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.

Table of Definitions and Terminology with specific references to children

Term	Definition:	Associated Links to further reading:
Child	Any person who has not reached their 18 th Birthday	Keeping Children Safe in Education (2024)
Young Person	Defined in section 579 of the Education Act 1996 and regulation 1 of the Working Time Regulations 1998 (SI 1998/1833) as someone over compulsory school age but under the age of 18 years.	Link to the definition on the HSE website.
Safeguarding Children (pre-emptive actions):	Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: <ul style="list-style-type: none"> • providing help and support to meet the needs of children as soon as problems emerge • protecting children from maltreatment, whether that is within or outside the home, including online • preventing impairment of children's mental and physical health or development • ensuring that children grow up in circumstances consistent with the provision of safe and effective care • promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children • taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework. 	Working Together to Safeguard Children 2023 Children Act 1989 Children Act 2004
Child Protection (actions in the moment):	Part of safeguarding and describes the activity that is undertaken to protect those who are experiencing or likely to experience, significant harm. Although the child protection systems are different in the 4 nations that make up the UK, they are all based on similar principles: <ul style="list-style-type: none"> • Identify children who are at risk of harm. • Take action to protect those children. • Prevent further abuse occurring. 	NSPCC link to definitions and statistics (Dec 2024)
Local Authority Designated Officer (LADO)	The role of the LADO (or Designated Officer) is set out in Working Together to Safeguard Children (2018) (Chapter 2 Paragraph 4) and is governed by the Local Authorities duties under section 11 of the Children Act 2004. The Officer LADO is responsible for managing allegations against adults who work with children. This involves working with police, children's social care, employers and other involved professionals. The LADO does not conduct investigations directly, but rather oversees and directs them to ensure thoroughness, timeliness and fairness. Ordinarily, to ensure impartiality, the LADO will not have direct contact with the adult against who the allegation has been made, or the family of the child/children involved but will, as part of their role ensure that these have information regarding outcomes.	National LADO Network
Designated Safeguarding Lead (DSL)	Every organisation that works with children needs to have someone that takes the lead on safeguarding and child protection.	Link to NSPCC DSL website.
Deputy DSL	The DDSL role was first outlined in the 2018 KCSIE. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description. Activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL. This lead responsibility should not be delegated to someone else.	Link to definition.



Early Help	Early help and early intervention are forms of support aimed at improving outcomes for children or preventing escalating need or risk. Often referred to as prevention or preventative services. They are part of a continuum of support and provide help to families who do not, or no longer meet the threshold for a statutory intervention such as “Child in Need”	NSPCC Early Help Information
Child in Need	Legally defined group of children (Children Act 1989) assessed as needing help and protection as a result of risks to their development or health. Includes those on: <ul style="list-style-type: none"> • Child in Need Plans • Child Protection Plans • Child Looked After by the Local Authority, • Care Leavers • Disabled Children • Young People aged 18+ who continue to receive care, accommodation of support from Children’s Services. • Unborn children. 	Government report on Children in Need (2024) Children’s Act 1989
Child Protection Plan (England) Child Protection Register (NI, Scotland, Wales)	A crucial document created when a child is assessed to be at risk of significant harm.	The NSPCC have an A-Z guide of key terms used in child protection UK Nations
Looked After Child/Child in Care	A child who has been in the care of their local authority for more than 24 hours is known as a looked after child, placed in either: Foster Care, Children’s Homes, With Relatives (kinship care). Looked after children can be referred to as children in care, a term which many children and young people prefer as it is more attuned to the child rather than the system, they are part of.	Click here to learn more about Children in Care from the NSPCC website. Please visit the NSPCC’s “Why Language Matters” which looks at the impact of language on how care experienced children and young people feel.
Private Fostering	Private fostering is the term used when someone who is not a parent or a 'close relative' (e.g. great aunt, cousin, parent's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. It also covers children who stay at a boarding school for more than two weeks of the school holidays. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. Birth parents, private foster carers and persons who are arranging for a child to be privately fostered are required by law to notify the local authority’s Children’s Services department of the arrangement. If you know someone in a personal or professional	Click here to learn more from the CoramBAAF Website.



	capacity who is privately fostering or is about to, you should encourage them to notify Children's Services and if they are not able to do so then you should take responsibility for notifying them.	
Child Missing (in) Education	<p>All children, regardless of age, ability, or special educational needs, are entitled to an appropriate and full-time education. However, there are many factors in the life of a child or that of their family that can affect school attendance.</p> <p>Children missing education (CME) is defined as those who are of a compulsory school age but are either not registered at a school or else not receiving suitable education in place of a school setting. CME may be at a significant risk of:</p> <ul style="list-style-type: none">• not meeting their academic potential and underachieving• becoming NEET (not in employment, education or training) in later life• being victims of harm, abuse or exploitation• involvement in criminal or gang-related activity. <p>There is also a higher proportion of children recorded as missing education when there is a link to poverty, deprivation, or involvement with social services.</p>	Click here to learn more from the SCIE website.
Adultification	<p>Adultification happens when preconceptions held about children, lead to them being treated and perceived as being more 'adult-like' (Goff et al, 2014, Davis, J. and Marsh, N. (2020).</p> <p>Where children are 'seen' as more adult-like, further assumptions may be made about a child, including the perception that they have more agency, autonomy, and choice, than they do. It is likely that these perceptions of children will transfer into the language used to describe them, affecting the ways in which they are supported and safeguarded by professionals.</p>	Click here to learn more about "adultification" and its impact from the Children's Society.
Child Abuse	<p>The NSPCC states that, "Child abuse is when a child is harmed by an adult or another child – it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online. It can also be a lack of love, care and attention – this is neglect".</p> <p>Keeping Children Safe in Education (2024) adds that, "Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include all ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children."</p>	The NSPCC website. Keeping Children Safe in Education (2024)
Physical Abuse	May involve, hitting, shaking, throwing, poisoning, burning or scalding, or otherwise causing physical harm to a child. Physical harm may be caused when an individual fabricates the symptoms of or deliberately induces, illness in a child.	Click here to learn more from the NSPCC.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:	Click here to learn more from the NSPCC.

	<ul style="list-style-type: none"> conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. seeing or hearing the ill-treatment of another. serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. <p>Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>	
Neglect	<p>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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> provide adequate food, clothing and shelter (including exclusion from home or abandonment) protect a child from physical and emotional harm or danger ensure adequate supervision (including the use of inadequate caregivers) ensure access to appropriate medical care or treatment. <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>	Click here to learn more from the NSPCC.
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve:</p> <ul style="list-style-type: none"> 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. 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. <p>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. The sexual abuse of children by other children is a specific safeguarding issue in education which all school staff would be aware of through their school or college's policy and procedures.</p>	Click here to learn more from the NSPCC.

Problematic and Harmful Sexual Behaviour (HSB)	Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected, sexualised behaviour which doesn't have an overt element of victimisation or abuse.	Click here to learn more from the NSPCC
Peer on Peer Abuse	Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.	Click here for a paper from Rotherham Safeguarding Children Partnership
Child on Child Abuse	<p>Children can abuse other children (often referred to as child-on-child abuse). Child-on-child abuse takes place between children of any age or stage of development. It can happen at an inside and outside of a school or college and online. It may include, but is not limited to:</p> <ul style="list-style-type: none"> • bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between children (sometimes known as “teenage relationship abuse”) • Physical Abuse (this may include online elements which facilitate, threaten and/or encourage physical abuse) • Sexual violence (including online facilitation, threats and/or encouragements of sexual violence) • Sexual harassment such as sexual comments, remarks, jokes, online sexual harassment, standalone or as part of a broader pattern of abuse. • Causing someone to engage in sexual activity without consent, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with the third party. • Consensual and non-consensual sharing of nude/semi-nude images and/or videos • Upskirting (taking photos under a person's clothing without permission, with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm, • Initiation/hazing type violent and rituals (including activities that involve harassment, abuse or humiliation being used as a way of initiating a person into a group and may also include an online element). 	Please see further information here , on the Hampshire Safeguarding Children website.
Child Criminal (CCE) and Sexual (CSE), Exploitation	Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.	Click here to learn more about Child Criminal Exploitation (CCE) Click here to learn more about Child Sexual Exploitation (CSE)
Bullying Cyber/online bullying	Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021).	Click here to learn more from the NSPCC.

Online abuse	Technology is an integral part of children's and young people's lives. It has transformed the way they learn, play, connect and communicate. But these opportunities don't come without risk. Children and young people may experience abuse online and they may be exposed to harmful content. And this can have a long-lasting impact on their wellbeing.	Click here to learn more from the NSPCC.
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Section Three

Protecting Adults at Risk of Harm: Additional Guidance

The purpose of this section of the guidance is to:

- Highlight definitions, terminology and good practise that specifically relates to adults to ensure that the Masonic Charitable Foundation, whilst not engaging in any "care related" or "statutory services" is able to act on any safeguarding and/or protection concerns.
- Protect adults their relatives, carers and other people in their lives who receive our support and/or services, from harm.
- to provide staff and volunteers, as well as other stakeholders, with the overarching principles that guide our approach to protecting adults and adults at risk of harm.

Definitions and Terminology for an Adult (over 18 years old)

Whilst we recognise that abuse and harm in all forms can happen to anyone at any stage in their life, the following definitions, terminology and references are for the purposes of adult protection and safeguarding awareness and should be held in mind when making decisions about identifying concerns and sharing information.

Glossary of Terms including types of Harm, Abuse and Neglect: Adults

Term	Definition:	Associated Links to further reading:
Adult	In England, Northern Ireland and Wales, an adult is someone who has reached their 18th birthday and is therefore above the age of 18 years old. In Scotland, an adult at risk is an individual aged 16 years and over.	
Adult at Risk of Harm	The previous definition of "Vulnerable Adults" from No Secrets (2000) has been used by the Masonic Charitable Foundation in its previous policy. The Care Act (2014) now refers to "Adults at Risk of Harm". There may also be reference to an 'adult with a care and support need.' The Care Act 2014 makes it clear that abuse of adults' links to circumstances rather than the characteristics of the people experiencing the harm. Labelling groups of people as inherently 'vulnerable' is seen to be disempowering. We recognise that this shift in language may take some time to embed across the organisation. The following table gives more information about the specific definitions of each nation within the United Kingdom, this is important for the MCF as although Freemasons connected with UGLE are based in lodges within England and Wales only, our applicants and beneficiaries live across the country.	Care Act 2014
Specific Legislation for the UK nations: An Adult at risk is:		
<i>England</i>	An adult at risk is an individual aged 18 years and over who: (a) has needs for care and support (whether or not the local authority is meeting any of those needs) AND;	



	(b) is experiencing, or at risk of, abuse or neglect, AND; as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.	
<i>Northern Ireland</i>	<p>An adult at risk of harm is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect <u>may</u> be increased by their a) personal characteristics and/or b) life circumstances.</p> <p>a) Personal characteristics may include, but are not limited to age, disability, special educational needs, illness, mental or physical frailty or impairment of, or disturbance in, the functioning of the mind or brain.</p> <p>b) Life circumstances may include, but are not limited to, isolation, socio-economic factors and environmental living conditions.</p> <p>An adult in need of protection is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect <u>may</u> be increased by their:</p> <p>Personal characteristics <i>AND/OR</i> Life circumstances <i>AND</i>;</p> <p>c) who is unable to protect their own well-being, property, assets, rights or other interests; <i>AND</i></p> <p>d) where the action or inaction of another person or persons is causing, or is likely to cause, him/her to be harmed.</p> <p>To meet the definition of an 'adult in need of protection' either (a) or (b) must be present, in addition to both elements (c), and (d)</p>	Adult Safeguarding Prevention and Protection in Partnership 2015
<i>Scotland</i>	<p>An adult at risk is an individual aged 16 years and over who:</p> <p>a) is unable to safeguard their own well-being, property, rights or other interests,</p> <p>b) is at risk of harm, and</p> <p>because they are affected by disability, mental disorder, illness or physical or mental infirmity, is more vulnerable to being harmed than adults who are not so affected.</p>	Adult Support and Protection Act 2007
<i>Wales</i>	<p>An adult at risk is an individual aged 18 years and over who:</p> <p>a) is experiencing or is at risk of abuse or neglect, AND;</p> <p>b) has needs for care and support (whether or not the authority is meeting any of those needs) AND;</p> <p>as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.</p>	Social Services and Well Being Act 2014
Safeguarding Adults at Risk	<p>Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.</p> <p>Safeguarding adults' legislation creates specific responsibilities on Local Authorities, Health and the Police to provide additional protection from abuse and neglect to Adults at Risk.</p>	Somerset Safeguarding Adults Board
The Principles of Adult Safeguarding in each home nation.		
<i>England</i>	<p>The Act's principles are:</p> <ul style="list-style-type: none"> • Empowerment - People being supported and encouraged to make their own decisions and informed consent. • Prevention – It is better to take action before harm occurs. 	Care Act 2014

	<ul style="list-style-type: none"> • 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 <p>Accountability – Accountability and transparency in delivering safeguarding.</p>	
<i>Northern Ireland</i>	<p>The Act's principles are:</p> <ul style="list-style-type: none"> • A Rights-Based Approach – To promote and respect an adult's right to be safe and secure; to freedom from harm and coercion; to equality of treatment; to the protection of the law; to privacy; to confidentiality; and freedom from discrimination. • An Empowering Approach – To empower adults to make informed choices about their lives, to maximise their opportunities to participate in wider society, to keep themselves safe and free from harm and enabled to manage their own decisions in respect of exposure to risk. • A Person-Centred Approach – To promote and facilitate full participation of adults in all decisions affecting their lives taking full account of their views, wishes and feelings and, where appropriate, the views of others who have an interest safety and well-being. • A Consent-Driven Approach – To make a presumption that the adult has the ability to give or withhold consent; to make informed choices; to help inform choice through the provision of information, and the identification of options and alternatives; to have particular regard to the needs of individuals who require support with communication, advocacy or who lack the capacity to consent; and intervening in the life of an adult against his or her wishes only in particular circumstances, for very specific purposes and always in accordance with the law. <p>A Collaborative Approach – To acknowledge that adult safeguarding will be most effective when it has the full support of the wider public and of safeguarding partners across the statutory, voluntary, community, independent and faith sectors working together and is delivered in a way where roles, responsibilities and lines of accountability are clearly defined and understood. Working in partnership and a person-centred approach will work hand-in-hand.</p>	Adult Safeguarding Prevention and Protection in Partnership 2015
<i>Scotland</i>	<p>The Act's principles are:</p> <p>The overarching principle underlying Part 1 of the Act is that any intervention in an individual's affairs should provide benefit to the individual and should be the least restrictive option of those that are available which will meet the purpose of the intervention.</p> <p>This is supported by a set of guiding principles which, together with the overarching principle, must be taken account of when performing functions under Part 1 of the Act. These are:</p> <ul style="list-style-type: none"> • The wishes and feelings of the adult at risk (past and present); • The views of other significant individuals, such as the adult's nearest relative; their primary carer, guardian, or attorney; or any other person with an interest in the adult's well-being or property. 	Adult Support and Protection Act 2007

	<ul style="list-style-type: none"> • The importance of the adult taking an active part in the performance of the function under the Act. • Providing the adult with the relevant information and support to enable them to participate as fully as possible. • The importance of ensuring that the adult is not treated less favourably than another adult in a comparable situation; and <p>The adult's abilities, background and characteristics (including their age, sex, sexual orientation, gender, religious persuasion, racial origin, ethnic group and cultural and linguistic heritage).</p>	
Wales	<p>The Act's principles are:</p> <ul style="list-style-type: none"> • Responsibility - Safeguarding is everyone's responsibility. • Well-being - Any actions taken must safeguard the person's well-being. • Person-centred approach - Understand what outcomes the adult wishes to achieve and what matters to them. • Voice and control - Expect people to know what is best for them and support them to be involved in decision making about their lives. • Language - Make an active offer of use of the Welsh language and use professional interpreters where other languages are needed. • Prevention - It is better to take action before harm occurs. 	Social Services and Well Being Act 2014
Well-being principle for adults	<p>The concept of 'well-being' is threaded throughout UK legislation and is part of the Law about how health and social care is provided. Our well-being includes our mental and physical health, our relationships, our connection with our communities and our contribution to society. Being able to live free from abuse and neglect is a key element of well-being. The legislation recognises that statutory agencies have sometimes acted disproportionately in the past. For example, removing an adult at risk from their own home when there were other ways of preventing harm. In the words of Justice Mumby '<i>What good is it making someone safe when we merely make them miserable?</i>' What Price Dignity? (2010). For that reason any actions taken to safeguard an adult must take their whole well-being into account and be proportionate to the risk of harm.</p>	Hertfordshire Partnership University NHS Trust
Making Safeguarding Personal	<p>The legislation also recognises that adults make choices that may mean that one part of our well-being suffers at the expense of another – for example we move away from friends and family to take a better job. Similarly, adults can choose to risk their personal safety; for example, to provide care to a partner with dementia who becomes abusive when they are disorientated and anxious. None of us can make these choices for another adult. If we are supporting someone to make choices about their own safety, we need to understand 'What matters' to them and what outcomes they want to achieve from any action's agencies take to help them to protect themselves. The concept of 'Person Centred Safeguarding'/'Making Safeguarding Personal' means engaging the person in a conversation about how best to respond to their situation in a way that enhances their involvement, choice and control, as well as improving their quality of life, well-being and safety. Organisations work to support adults to achieve the outcomes they want for themselves. The adult's views, wishes, feelings and beliefs must be taken into account when decisions are made about how to support them to be safe. There may be many different ways to prevent further harm. Working with the person will</p>	Social Care Institute for Excellence Norfolk Safeguarding Adults Board



	mean that actions taken help them to find the solution that is right for them. Treating people with respect, enhancing their dignity and supporting their ability to make decisions also helps promote people's sense of self-worth and supports recovery from abuse. If someone has difficulty making their views and wishes known, then they can be supported or represented by an advocate. This might be a safe family member or friend of their choice or a professional advocate (usually from a third sector).	
Mental Capacity	<p>Mental capacity refers to the ability to make a decision at the time that decision is needed. We make many decisions every day, often without realising. UK Law assumes that all people over the age of 16 have the ability to make their own decisions and the Mental Capacity Act (2005) uses the following principles. A person:</p> <ul style="list-style-type: none"> • Must be assumed to have capacity unless it is established that he lacks capacity. • Is not to be treated as unable to make a decision unless all practicable steps to help him to do so have been taken without success. • Is not to be treated as unable to make a decision merely because he makes an unwise decision. 	Adult Support and Protection Act 2007 Ann Craft Trust Website Age UK
Making a decision	<p>It also gives us the right to make any decision that we need to make and gives us the right to make our own decisions even if others consider them to be unwise. We make so many decisions that it is easy to take this ability for granted. The Law says that to make a decision we need to:</p> <ul style="list-style-type: none"> • Understand information • Remember it for long enough • Think about the information • Communicate our decision <p>A person's ability to do this may be affected by things such as learning disability, dementia, mental health needs, acquired brain injury and physical ill health. Most adults have the ability to make their own decisions given the right support however, some adults with care and support needs have the experience of other people making decisions about them and for them. Some people cannot make any decisions. Being unable to "make a decision" is called "lacking mental capacity". A person's mental capacity can change. If it is safe/possible to wait until they can be involved in decision making or to make the decision themselves. If a person who has a lot of difficulty making their own decisions is thought to be being abused or neglected you will need to refer the situation to the Local Authority, and this should result in health or social care professionals assessing mental capacity and/or getting the person the support they need to make decisions.</p>	
Lasting Power of Attorney (LPA)	A lasting power of attorney (LPA) is a legal document that lets a person appoint one or more people (known as 'attorneys') to help make decisions or to make decisions on their behalf. This gives the person more control over what happens to them if they have an accident or an illness and cannot make their own decisions (you 'lack mental capacity').	
Deprivation of Liberty Safeguards (DOLS)	Introduced into the Mental Capacity Act (England 2005) and came into force in April 2009 Deprivation of Liberty Safeguards (DOLS) are designed to provide appropriate safeguards for vulnerable people who have a mental disorder and lack the capacity to consent to the arrangements made for their care or treatment, and who may be	Social Services and Well Being Act 2014



	<p>deprived of their liberty in their best interests in order to protect them from harm.</p> <ul style="list-style-type: none">• 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 his 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.		
Abuse and Neglect	<p>Abuse is a violation of an individual's human and civil rights by another person or persons. It can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it. Any or all of the following types of abuse may be perpetrated as the result of deliberate intent, negligence, omission or ignorance. There are different types and patterns of abuse and neglect and different circumstances in which they may take place. Safeguarding legislation in each home nation lists categories of abuse differently however, they all include the following types of abuse:</p> <ul style="list-style-type: none">• Physical• Sexual• Psychological (Emotional)• Neglect• Financial <p>Abuse can take place in any relationship and there are many contexts in which abuse might take place. Abuse or neglect could be carried out by:</p> <ul style="list-style-type: none">• A spouse, partner or family member• Neighbours or residents• Friends, acquaintances or strangers• People who deliberately exploit adults they perceive as vulnerable• Paid staff, professionals or volunteers providing care and support <p>Often the perpetrator is known to the adult and may be in a position of trust and/or power.</p>	<p>Adult Support and Protection Act 2007</p> <p>Social Care Institute for Excellence</p>	
Categories of Adult Abuse and Harm as defined in each UK nation			
England	Physical	Discriminatory	Care Act 2014
	Sexual	Social Services and Well Being Act 2014	
	Emotional/Psychological/Mental	Self-neglect	
	Neglect and acts of Omission	Domestic Abuse (including coercive control)	
	Financial or material abuse	Modern slavery	
Northern Ireland	Physical	Neglect	Adult Safeguarding Prevention and Protection in Partnership 2015
	Sexual violence	Exploitation	
	Psychological / emotional	Domestic violence	
	Financial	Human trafficking	
	Institutional	Hate crime	
Scotland	Physical	Sexual	Adult Support and Protection Act 2007
	Psychological	Neglect	
	Financial		
	Physical	Sexual	

Wales	Psychological	Neglect	Social Services and Well Being Act 2014
	Financial		
Definitions of Types of Harm and Abuse in Adults			
Physical Abuse	May involve, hitting, shaking, throwing, poisoning, burning or scalding, or otherwise causing physical harm to a child. Physical harm may be caused when an individual fabricates the symptoms of or deliberately induces, illness in a child.		Click here to visit the Ann Craft Website.
Emotional or Psychological Abuse	This includes threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation, or withdrawal from services or supportive networks.		Click here to visit the Ann Craft Website.
Neglect and Acts of Omission	This includes ignoring medical or physical care needs and failing to provide access to appropriate health social care or educational services. It also includes the withdrawing of the necessities of life, including medication, adequate nutrition, and heating.		Click here to visit the Ann Craft Website.
Sexual Abuse	This includes rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault, or sexual acts to which the adult has not consented or was pressured into consenting.		Click here to visit the Ann Craft Website.
Financial or Material Abuse	This includes theft, fraud, internet scamming, and coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions. It can also include the misuse or misappropriation of property, possessions, or benefits.		Click here to visit the Ann Craft Website.
Organisational or Institutional Abuse	This includes neglect and poor care practice within an institution or specific care setting, such as a hospital or care home, or in relation to care provided in one's own home. Organisational abuse can range from one off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.		Click here to visit the Ann Craft Website.
Self-Neglect	This covers a wide range of behaviour, but it can be broad defined as neglect to care for one's personal hygiene, health, or surroundings. An example of self-neglect is behaviour such as hoarding.		Click here to visit the Ann Craft Website.