Child and Adult Protection: 
Best Practice Guidelines for Online Engagement

Introduction

This document is designed to provide all University of Edinburgh (UoE) staff and students, and external staff and volunteers (‘University community’) delivering UoE digital outreach activities, with a set of guidelines to follow. Through these statements, we are ensuring the safety and well-being of all those involved in the engagement. This includes the University community, as well as the people we engage, including children and protected adults. Therefore, while these guidelines are fundamental for engagement specifically aimed at these vulnerable groups, this document summarises best practice for all external engagement.

The guidelines cover 1:1 and group activities in both school- and home-related settings, including, but not limited to: online platforms, instant messaging/chat, live videos/webinars, telephone interviewing and tutoring/mentoring.

Overview

The University’s ‘Protection of Children and Protected Adults’ policy (linked below) is a useful starting point to inform child and adult protection decisions. Broadly speaking, the same policies and procedures for in person interactions should be followed within online engagement.

http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Protection_of_Children_and_Protected_Adults_Policy_.pdf

Structure

This guide will help to answer some key questions around child and adult protection in online engagement, such as:

1. What is PVG scheme membership and who needs membership?
2. Will I be collecting personal data and what do I need to know about GDPR?
3. Can I record my sessions?
4. What risks are associated with my activity?
5. How do I share expectations for how participants and University community members should interact?
6. Which online platform should I use?
7. How do we keep participants and University community members safe when engaging online?

1 ‘University community’ means members of the University community and includes all staff, students, contractors or visitors to the University working with children or protected adults in the course of activities undertaken on behalf of the University. (Section 3.8 of the University of Edinburgh Protection of Children and Protected Adults Policy)
2 A child refers to any person under the age of 18 years (Section 3.2 of the University of Edinburgh Protection of Children and Protected Adults Policy)
3 A protected adult refers to any person aged 16 years or over who is provided with a type of care, support or welfare services as defined by Section 94 of the 2007 Act. A protected adult may be a person who has a learning or physical disability; a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or a reduction in physical or mental capacity. (Section 3.6 of the University of Edinburgh Protection of Children and Protected Adults Policy)

For queries regarding how to interpret and /or apply these guidelines, please contact the Widening Participation Team at wpteam@ed.ac.uk
8. Can I share my screen?
9. Can I use video?
10. What communications should I send out?
11. How do I report child/adult protection concerns?

**Contact**

For queries regarding how to interpret and/or apply these guidelines, please contact the Widening Participation Team at wpteam@ed.ac.uk

For general queries, the ‘Working with Schools Group’ and the ‘Edinburgh Community Engagement Forum’ on Microsoft Teams provide valuable resources and opportunity to share advice and support for staff across the University.

**Guidelines**

1. **The Protecting Vulnerable Groups Membership Scheme (PVG)**

**Who is likely to need PVG membership?**

When engaging children and protected adults online, membership of the PVG scheme is required for all University community members involved in 1:1 delivery and most University community members delivering group activities on a regular basis.

**How do I become a member of the PVG scheme?**

University community members requiring PVG membership should contact their College or Departmental HR group, who will be able to support this process.

**PVG membership vs. child and adult protection training**

It is important to state that PVG membership is not a substitute for undertaking appropriate child and adult protection training.

Irrespective of PVG status, all University community members regularly leading or involved in the delivery of activities with children and/or vulnerable adults (online or in person) should undertake relevant training in order to develop a greater understanding of the issues, legal context and good practice, and to ensure they are confident dealing with any child and adult protection concerns that arise during the engagement. You can find out more about training via the NSPCC.

Likewise, before beginning the engagement, all University community members regularly leading or involved in the delivery of activities with children and/or vulnerable adults should be familiar with and know how to implement existing University child and adult protection policies and procedures.

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4 For more information about the PVG Scheme, please refer to section 11 in the University Protection of Children and Protected Adults policy.
5 University HR Departments: [https://www.ed.ac.uk/human-resources/about/in-colleges](https://www.ed.ac.uk/human-resources/about/in-colleges) There are further contact details on the Edinburgh Local page here: [https://www.ed.ac.uk/local/staff-and-students/best-practice/safeguarding-and-protection-of-vulnerable-groups-p](https://www.ed.ac.uk/local/staff-and-students/best-practice/safeguarding-and-protection-of-vulnerable-groups-p)
6 [https://learning.nspcc.org.uk/training/scotland](https://learning.nspcc.org.uk/training/scotland)

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Types of work

1:1 engagement
Engagement on a 1:1 basis with a child or protected adult (online or in person) must always take place with a University community member who is a member of the PVG scheme. However, regardless of PVG status, 1:1 engagement should be carefully considered and only take place if the alternatives are significantly detrimental to the engagement purpose.

University community members working in a 1:1 capacity with a child or protected adult must ensure they have appropriate consent in place in advance of the session. Participants aged under 16 will require written consent from their Parent, Carer, or Local Authority if ‘Looked After’ (their ‘responsible representative’). For participants aged 16 – 18, written consent is not essential, but can act as an additional safeguard to ensure they have given informed consent.

Group work
For sustained group work with children and protected adults (online or in person), a University community member who is a PVG member should be present throughout the delivery unless a PVG member representative from a partner institution (e.g. a school teacher) is also present.

Large-scale events
Large-scale outreach events fall into two categories: invite-only events, for example: a Summer School, and public events, for example: University Open Days.

Invite-only events should be treated as group work (above). For events that involve multiple and simultaneous sessions however, it might not be possible to have a person with PVG membership present for the duration of every session. In this case, a ‘floating moderator’ with PVG membership could be used instead. These moderators will drop into all active sessions, and all staff delivering sessions should be given a contact route for an on-call moderator who can enter a session if required.

If there will neither be a person who is PVG member present in the session(s) nor available as a floating and/or on-call moderator, this should be communicated to the participants/responsible adults ahead of the session(s).

For public events, it is recommended to use a floating and/or on-call moderator who is a PVG member as detailed above. For very large-scale events such as University Open Days, it may be necessary to have a team of floating moderators in place. Although as mentioned previously child protection training is critical for staff working at such events and PVG membership is not a substitute for this training and awareness.

When planning a large-scale event, whether invite-only or public, the subject content needs to be taken into consideration in order to determine the staffing needed. For example, if particular topics or issues might arise that could be sensitive or triggering, it is advisable to have a higher staff: student ratio.

Longer-term engagement
For longer-term online engagement as part of an ongoing programme or in a mentoring or tutoring context (in particular where one-to-one engagement is likely):

- All University community members working in this context should have PVG membership prior to starting their work.

For queries regarding how to interpret and/or apply these guidelines, please contact the Widening Participation Team at wpteam@ed.ac.uk
• University community members and participants should agree to a Code of Conduct prior to starting the engagement⁷.

School-related online settings

For online activities that take place in the context of a school, then the school’s digital policy and decisions will be relevant.

In a school-related setting, if a teacher is present for the duration of the session, the teacher will cover PVG requirements. There is therefore no requirement for the University community member to be a PVG member since they are not in sole charge of the group.

If a teacher is not present, it is best practice for two people from the University to be present for the duration of the session – with one being a PVG member.

If the University community member is not part of the PVG membership scheme, be open with the school and it is then the school’s decision on whether chaperoning is required or not. (The chaperone may join the session but remain inactive and only engage in discussion if/when called upon.)

If there is not going to be a person present who is a PVG member, despite planning (e.g. illness on the day), again, be open with the school and agree a way forward, including postponement if the PVG requirement cannot be met.

Home-related online settings

Within home environments, the responsible representative must be informed about the engagement in advance and they should be on-hand for the child or protected adult, if required. Their consent may also need to be sought if they are under 16⁸.

Staffing digital activities: best practice

Unless alternative arrangements are agreed with responsible representatives beforehand, the basis of engaging children and protected adults in a digital environment is:

1. Ensure that two University community members are present in all online activities at all times, including in online breakout rooms (in large scale online events such as open days this could entail one member of staff acting as a floating moderator). It is encouraged to have an additional University community member on ‘stand-by’ in case one leaves the session. For example, due to internet connectivity issues.

2. Ensure that two University community members remain present in the session until all participants have exited the activity, or use the ‘end session’ option if one exists for the platform used. Care should be taken to ensure an appropriate ‘end time’ for the activity, after which participants would be unable to re-enter the session.

3. If one University community member leaves the session for any reason (e.g. connection issues), they should get in contact with the other as soon as possible (by phone if necessary) and attempt to re-join the session if possible.

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⁷ Please see Section 5 for more information about Codes of Conduct
⁸ Please refer to the section on 1:1 engagement above, Sections 5 and 8 for more information on how to keep participants safe when working digitally in home-related settings.

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4. If re-joining is not possible, then the back-up University community member should be contacted and they should try to join the session as soon as possible to maintain the supervision ratio.

5. In the case of longer-term projects, consent should be sought from the participant’s school, Local Authority organisation, or parent / carer to allow for sessions where only one University community member will be present.

2. **Data Protection**

**GDPR and use of personal data**

It may be necessary to collect personal data from children and protected adults in order to keep them safe during online engagement and/or to enable their full participation in the activity:

- Where personal data is collected, this must be recorded in your local Data Protection Register: [https://uoe.sharepoint.com/sites/DataProcessingRegisters](https://uoe.sharepoint.com/sites/DataProcessingRegisters)
- If this is a new activity, you may need to complete a Data Protection Impact Assessment: [https://www.ed.ac.uk/data-protection/data-protection-impact-assessments](https://www.ed.ac.uk/data-protection/data-protection-impact-assessments)
- Where you are collecting personal data, you must display a privacy statement at the point of data capture. This must be accessible to the participants and their responsible representatives, and should be written using appropriate language. The privacy statement should tell them what data is collected, how it is stored, how long it is kept, what it is used for and the legal basis for each use. If data is being processed by a third party (eg platform provider) you should also include that information.
- If you are sharing data with a third party, including booking or hosting platform providers, you may need a data processing agreement. We recommend using University-approved platforms, as this contractual requirement will already have been addressed.
- If the work involves a child or children under the age of 13, you must gain explicit consent from their responsible representative.

For example Privacy Policy notices; please see University guidance linked below, and the following SRA statement:

- [https://www.ed.ac.uk/development-alumni/privacy](https://www.ed.ac.uk/development-alumni/privacy)
- [https://www.ed.ac.uk/student-recruitment/about/use-of-personal-data/registering-for-an-event](https://www.ed.ac.uk/student-recruitment/about/use-of-personal-data/registering-for-an-event)

If you are unsure whether the above apply to your project, please contact your local Data Protection Champion in the first instance, as they will be able to support you with this.

You may also wish to contact the University Data Protection Officer: [dpo@ed.ac.uk](mailto:dpo@ed.ac.uk) and/or the University legal services team: [legalservices@ed.ac.uk](mailto:legalservices@ed.ac.uk) for further guidance.

**GDPR and online platforms**

We would strongly advise that you use a University-approved online platform for your engagement. However, if you are not using a University-approved online platform, you must contact Information Services (IS) to check whether your proposed platform is GDPR-compliant.

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9 For more information on choosing a platform, please see section 6 below.
3. Recording Sessions

The two reasons to record sessions are:

1. Sharing of resources after the event
2. Child and adult protection

The legal basis for recording is ‘legitimate interest’, though please note below the additional safeguard that applies if publishing online

If you choose to record a session, you must comply with the following:

- Live digital events must only be recorded when all participants have been informed at registration:
  a. that the event is to be recorded,
  b. how the recording will be used (be sure to name all the purposes),
  c. how long it will be stored for
  d. that they have a right to object, including details of how to do so.
- If a participant objects, it is highly unlikely that we would choose not to record the session, but individuals should be advised to watch the recording after the session has taken place and then given an additional opportunity to ask any questions not covered by others.
- Store all recordings within University supported applications.
- Recordings should be deleted in line with the stated retention period.
- Please be aware that all recorded information held by the University may be requested under freedom of information or data protection law.

For more information and guidance on recording meetings, please see the University pages linked below:

- https://www.ed.ac.uk/infosec/current-information-security-guidance

Recording a Q&A

- If you are recording the session, you may record the Q&A provided that participants are notified that the event will be recorded both on signing up and before the recording starts.
- Participants should be informed that they can use an alias or alternative username, if they don’t want their actual name included in the recording, or to email the session facilitator with their question(s). Again, participants should be reminded of these options before starting the Q&A.
- If a participant signs in to a session with their last name showing, ask them at the beginning of the session to sign out and re-sign in again, changing the name to either first name only, or first name and initial of surname.

For queries regarding how to interpret and /or apply these guidelines, please contact the Widening Participation Team at wpteam@ed.ac.uk
• For student panels, explicit consent must be received from panellists in advance of the session, if you plan to record and publish the sessions online.

**Publishing a recorded session online:**

• Where recordings are published online, legitimate interest remains the legal basis but an additional safeguard is required to underpin international data transfer. Consent would normally be the additional safeguard.
• If a participant, who is identifiable in the recording, or their responsible representative withdraws their consent at any point, the recording must be securely deleted and disposed of as quickly as possible. Please note that this only applies if the participant is identifiable in the recording. If the participant cannot be identified, then the recording does not need to be deleted.

**Recording sessions for child and adult protection purposes**

• **1:1:** all 1:1 sessions should be recorded for child and adult protection purposes.
• **Group work:** group sessions should only be recorded for child and adult protection purposes if you cannot guarantee the presence of a University community member who is also a PVG scheme member for the duration of the session.

**Captioning recorded material:**
Due to current accessibility regulations all University recorded materials should be captioned before they are distributed or published online: [https://www.ed.ac.uk/about/website/accessibility](https://www.ed.ac.uk/about/website/accessibility)

### 4. Risk Assessments

A risk assessment should be carried out before beginning any form of engagement, whether online or face-to-face.

If a project entails a standard suite of activities, one risk assessment will suffice provided it is updated annually or when any changes occur - whichever comes first. If the project activities are mixed, then a ‘per activity’ risk assessment is required.

Completed risk assessments should be shared with all University community members involved in delivering the activity, in advance of the activity commencing.

*For more information on risk assessments, please see the University Health and Safety department guidance linked below:* [https://www.ed.ac.uk/health-safety/online-resources/risk-assessments](https://www.ed.ac.uk/health-safety/online-resources/risk-assessments)

### 5. Codes of Conduct

**For participants**
Participants should be made aware of and agree to expected standards of conduct and behaviour when engaging in University activities online. This should involve sharing expected etiquette at the beginning of a live event and including a Code of Conduct in the materials/communications participants receive when signing up for sustained online activities.

For queries regarding how to interpret and /or apply these guidelines, please contact the Widening Participation Team at wpteam@ed.ac.uk
As part of this, it is essential that all participants and their responsible representatives understand how to disclose potential child and/or adult protection concerns. Clearly set out and communicate to participants and their responsible representatives in advance of and at the start of the engagement:

- contact details (including names and how to reach them) of the relevant University community members
- routes for reporting concerns

For University Community members
Please refer to Section 4 of the University’s Protection of Children and Protected Adults Policy for the standards of behaviour expected from the University community when working with children and protected adults.

6. Choosing a platform

Safety and security
For all online engagement, it is essential that the space is secure and the activity takes place only on carefully considered platforms. University-approved platforms must be used unless there is justification for the use of an alternative. This justification must be recorded in the activity risk assessment. As stated above, if you are not using a University-approved online platform, you must contact Information Services (IS) to check whether your proposed platform is GDPR-compliant.

For more information and guidance on University-approved platforms, please see the link below: https://www.ed.ac.uk/information-services/computing/comms-and-collab/online-meetings-and-events/advice-and-guidance#uoe_featurebox_efb8e7390f59cf74b2f2cad369ff9d6ea

When choosing an online platform, ensure that:

- The platform is appropriate for the participants’ age group, and suited to the session content. As such, it is essential to foreground any age restrictions
- Staff can limit use of video, audio and/or private interactions between participants, and moderate content where appropriate
- Personal information is not publically viewable
- The platform is accessible to d/Deaf and disabled children. For example, you could use screen readers or subtitling
- You comply with any child and adult protection policies belonging to the platform
- You understand how else the platform may use individuals’ data

When setting up a session, ensure that University community members understand fully how to use the chosen platform, including but not limited to:

- How to enable access to the platform for the intended participants only and how to remove participants if necessary
- The privacy settings, and how to report offensive and abusive content
- Any safety risks associated with the platform, and how to deal with them
- How to enable appropriate session settings:
  - Set up a waiting room or lobby so that participants cannot access the meeting before the host
  - Enable/disable chat, audio, video and/or whiteboard function where appropriate

For queries regarding how to interpret and/or apply these guidelines, please contact the Widening Participation Team at wpteam@ed.ac.uk
Do not require use of video or audio; there may be valid reasons why participants do not use their camera or microphone
Do not make participants presenters or moderators without considering what this involves

It is best practice to use the desktop app rather than the web browser for your chosen platform, to ensure optimal functionality and access to features.

Compatibility with mobile devices
Not all participants will have access to a laptop or computer. The platform you choose should be compatible with mobile devices.

School-related settings
Microsoft Teams is the main platform used across Scottish Local Authorities, with only 7 (out of 32) Local Authorities on Google Classroom/Meet (at the time of writing). Microsoft Teams and Google Classroom/Meet will continue to be the main platforms for schools, so these are likely to be easiest platforms through which to engage.

For school-related engagement, the best approach would be for teachers to set up the session within their existing group (e.g. a class Team) and invite the University community member to the session. The University community members are unlikely to have access to the session chat, so the teacher would need to act as the session moderator.

7. Use of devices and accounts
Contact between University community members, and those participating in the online activity must be professional and public:

- Use institutional rather than personal accounts to access online platforms.
- Messaging via an online platform should take place in a publicly visible space, for example: the meeting thread or on a group channel or chat. Do not send a direct or private message to an individual.
- When conducting telephone interactions, work devices should be used rather than personal devices.
- All email correspondence and social media interaction must take place via work accounts.
- Friend requests to personal accounts from participants and/or their families must not be accepted.
- Social media ‘tagging’ of project participants who are under 16 should be avoided
- Privacy settings must be turned on, on accounts that are used to interact with children and protected adults.
- Ensure all communications are relevant to the work of the project and organisation
- Use age-appropriate language.
- Personal contact details must not be shared by University community members with participants, or between participants.
- Ensure policies and a Code of Conduct (see section 5) are in place that support University community members to reflect on and implement appropriate boundaries.

For queries regarding how to interpret and/or apply these guidelines, please contact the Widening Participation Team at wpteam@ed.ac.uk
In the case of receiving unexpected messages, video, pictures etc. from a child or protected adult to a staff device or account (whether accidental or intentional) or via an online platform, treat it as a child and/or adult protection concern, in line with guidance set out in section 11, below.

**Using Social Media Appropriately**

If you are using social media to engage or connect with children and protected adults online, ensure this is done safely and appropriately, in line with all of the points set out above.

University community members should also be aware of their digital footprint. Children and protected adults and their families may look up the personal social media accounts of people who are working with them so these should be free of inappropriate or harmful content and not provide any personal information such as personal email addresses or phone numbers.

### 8. Screen sharing

Where possible files should be uploaded in advance rather than using the screen share function.

If using the screen sharing function, ensure that any other elements of your screen visible to participants are appropriate, and limit these wherever possible. For example, adverts on a webpage, browser tabs, email content, etc.

### 9. Livestreaming

This includes non-interactive livestreaming (livestreaming video or webinars where participant video/audio is not enabled) and interactive livestreaming (livestreaming video or webinars where participant video/audio is enabled, for example in small group work and meetings)\(^\text{10}\).

Where live video (webcam) is in use on an online platform, University community members should:

- Ensure a neutral background, where nothing personal can be seen and there is nothing inappropriate in the background.
- Consider blurring the background or adding a different background if needed.
- Ensure appropriate clothing and attire.
- If working from home and there are other people around, make sure those people are also dressed appropriately and know what conduct is appropriate.

In advance of the session starting, participants in the online activity should be advised to:

- Ensure a neutral background, where nothing personal can be seen and there is nothing inappropriate in the background.
- Not take part in any activities involving live video sharing from a bedroom.
- Ensure appropriate clothing and attire.
- If there are other people around, make sure those people are aware that live video is being used, that they are dressed appropriately and know what conduct is appropriate.

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\(^{10}\) Please note, as of 19th August 2020, the possibility for school pupils in Scotland to share their own video, as well as audio, is now an option, but the sharing of video is not a requirement. Be aware that there could still be differences at a Local Authority level in using video, especially for Google Classroom/Meet. Please see the links below for more information:

- Glow guidance for using Teams with children and
- Glow guidance for using Google Meet/Hangouts with children and

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The use of the ‘Together Mode’ in Microsoft Teams will remove some issues of inappropriate background images/behaviours.

Where these guidelines are not adhered to, staff should end the activity or remove the participant until more appropriate arrangements can be made. If any questionable behaviour does occur, staff should follow this up with the individual involved and their teacher or responsible representative, depending on whether the activity is school- or home-based.

1:1 work
Live video should not be required when working on a 1:1 basis with children and protected adults. If live video is preferred in these situations, consent must be sought in advance from the participant, and from their teacher or responsible representative, depending on whether the activity takes place in a school- or home-related setting.

10. Communication with participants, schools and/or responsible representatives

For school-related engagement:

- Contact with participants should be via a link teacher, using language appropriate for your audience and with clear outlines of what you intend to do, including but not limited to:
  - the aims of the engagement
  - the outcomes for participants
  - logistical information, including timings and chosen platform
  - relevant data protection information, including a privacy policy
  - information about recording
  - relevant accompanying documents for participants and teachers, including the participant code of conduct
- Request that a teacher is present for the duration of the online activity, to support classroom management
- Confirm PVG requirements, and that the teacher will be responsible for dealing with any child and adult protection concerns that arise during the session
- Request a second school contact, in case the main contact cannot be reached
- Ensure you have appropriate consent in place if required

For home-related or after-school engagement (typically long term programmes of activity):

- Contact with participants should be via their responsible representative and/or a link teacher, using language appropriate for your audience and with clear outlines of what you intend to do, including but not limited to:
  - the aims of the engagement
  - the outcomes for participants
  - logistical information, including timings and chosen platform
  - relevant data protection information, including a privacy policy
  - information about recording

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relevant accompanying documents for participants and teachers, including the participant code of conduct

- Ensure back-up emergency contact details are provided for all participants as well as their responsible representative(s) at sign-up
- Ensure you have appropriate consent in place if required

For all online engagement:
In advance of the engagement commencing, University community members should ensure that participants and their responsible representative(s) understand:

- The benefits and risks of online sessions, are clear of the purpose for this particular activity and know how to keep themselves safe online:
  - Do not share private information about themselves, including but not limited to: contact details, social media handles, personal circumstances
  - Do not respond to contact requests from people they do not know
- Who they should contact if they hear anything upsetting or inappropriate, and how to report or disclose potential child and adult protection concerns
- How to follow up on any questions arising before / after the session

11. Reporting a child and/or adult protection concern

All University community members regularly leading or involved in the delivery of activities with children and/or vulnerable adults (online or in person) should undertake relevant training to ensure they are confident dealing with any child and adult protection concerns that arise during the engagement. They should know how to recognise, respond, refer and record appropriately, with the support from the University Designated Officer.¹¹

Before beginning online engagement, all University community members involved must ensure they have made contact with their University Designated Officer regarding the proposed activity.

Recognising concerns
Child and adult protection concerns can take many forms including, but not limited to, bullying and cyber bullying, child sexual exploitation/trafficking, domestic abuse, emotional abuse, grooming, neglect, online abuse, physical abuse, sexual abuse. Abuse could be by adults or other children.

Guidance as to what may constitute abuse is set out in section 7 of the University’s Protection of Children and Protected Adults policy.

Disclosure is the process by which an individual might start to share their experiences of abuse with others. They may disclose directly or indirectly; it may be verbal, communicated through their behaviour and actions, or there may be other indicators that something is wrong. They may not disclose all of the information at once, or at all.


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Responding to concerns

When responding to a child or adult protection concern, you must:

- Give your full attention to the child or protected adult
- Not interrupt them
- Reflect back what they’ve said to check your understanding
- Take a non-biased approach

You must also consider whether it is safe to continue with the online engagement:

- If a participant or their responsible adult raises a child or adult protection concern, or if a member of staff is concerned about a participant, while the session is underway, consider whether it is safe to continue delivery. For example, will there be enough (PVG-checked) staff left in the session?
- If it is safe to continue, the moderator should take on the concern, with the alternative being to take over delivery
- If it is not safe to continue, the session should be ended as soon as reasonably possible and this should be communicated to all participants

Referring a child and adult protection concern

First, assess how immediate or urgent the situation is:

- If you think a child or protected adult is in immediate danger, contact the police on 999. You can also call 101.

If you are worried about a child or protected adult but they are not in immediate danger, you should contact your University Designated Officer, who will support you to identify next steps.

Recording child and adult protection concerns

It is important to keep accurate and detailed notes about any concerns you have for a child or protected adult using the relevant form, and share these with your University Designated Officer as close as possible to the time of the incident or disclosure.

You should include as much of the following as possible:

- Their name, age and/or date of birth
- What happened that gave you cause for concern (if they made a verbal disclosure, write down their exact words)
- Any information they have given you about the alleged abuser

Consent

If you are concerned that the safety, well-being or welfare of a child or protected adult is at risk, you must report your concern, even if the individual asks you not to share what they have told you.

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12 For further guidance on responding to and reporting concerns, please see the following pages on the NSPCC website:

13 'Child and Adult Protection: Recording Concerns Form’

For queries regarding how to interpret and/or apply these guidelines, please contact the Widening Participation Team at wpteam@ed.ac.uk