University of
CUMBRIA

Safeguarding UoC Children Vulnerable Adults at Risk Policy (incorporating the Prevent Duty and Modern Slavery)

Annual Report 1 September 2021 to 31 August 2022 (including OfS (Office for Students) Prevent monitoring return reporting responses for 2021-22)

Please note, where references are made to "students" this includes all learners including Higher Level Apprentices, home, international, full and part time, on and off campus.

The Safeguarding and Prevent Annual Report is intended to provide assurance to the Board and colleagues across the University, to underpin the OfS monitoring requirements and those of other external bodies (eg OFSTED/ESFA), and to show the range of safeguarding and Prevent-related activity during the 2021-22 academic year.

Contents

1. Introduction

The University must ensure it can demonstrate it is addressing the following duties and responsibilities:

- Statutory Safeguarding and the Protection of Vulnerable Groups
- Its "*Duty to have due regard to preventing individuals from being drawn into terrorism'* – The Prevent Duty; and
- Discharge of its Duty of Care to students and staff who are vulnerable by way of their mental health, disability etc.

Safeguarding is everyone's responsibility and is embedded across the University with roles and responsibilities outlined in the Safeguarding Policy and Procedures document. The University takes a risk-based approach to safeguarding including Prevent, which is embedded within safeguarding at the University.

2. Terrorism threat level 2021- 22

This was informed by information in relation to threats disclosed in the local Counter Terrorism Police Local Profiles and national threat levels. The threat level in the UK from terrorism was changed from "*Severe*" meaning "*an attack is highly likely*" to "*Substantia*l," meaning that" a*n attack is likely*" on 9 February 2022. The main types of threat are those from the Far-Right Wing, Islamist groups and those individuals with mixed or unclear ideologies.

Prevent referrals to Channel Panels continue to have the theme of underlying vulnerabilities, such as a mental health issue, especially in those aged 10-17. More than 80% of those referred into Channel are males under 21. Whilst this is not the core make-up of our student body, we must remain alert to those who are vulnerable in our student population, and recognise that they might be vulnerable to radicalisation.

The University receives regular updates summarizing the national and local positions in relation to terrorism threat and cases from HEIs, from the regular Police updates in relation to the Northwest and from the DFE Northwest Regional Prevent Coordinator for other areas where concerning trends might be emerging.

3. Leadership and Governance

"*Effective leadership*" is a key theme of OfS compliance in relation to the Prevent Duty. Specifically,

 "*People in leadership positions are expected to:*

- *Establish or use existing mechanisms for understanding the risk of radicalization*
- *Ensure staff understand the risk and build capabilities to deal with it*
- *Communicate and promote the importance of the duty and ensure staff implement the duty effectively*"

In relation to OFSTED as per the OFSTED inspection handbook:

"Inspectors will satisfy themselves that those responsible for governance understand their responsibilities and are ensuring that these are carried out appropriately within the provider. They are not expected to review a list of duties with inspectors.
Inspectors will look for a culture of safeguarding. This means providers should have effective arrangements to:

- *always act in the best interests of learners to protect them online and offline, including when they are receiving remote education*
- *identify learners who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation*
- *secure the help learners need and, if required, refer concerns in a timely way to those who have the expertise to help*
- *ensure safe recruitment and manage ongoing compliance and allegations about adults who may be a risk to children and vulnerable adults "*

4. Leadership and governance at the University of Cumbria

The University's named Safeguarding/Prevent Lead on the Board of Directors is the Chair of the Audit and Risk Committee.

The Strategic Lead with responsibility for Safeguarding and Prevent is the DVC (Health, Environment and Innovation).

The Lead Operational Safeguarding/Prevent Officer (LOSO) is the Head of Student Support. This role leads on casework including working with referrals from and into external networks. The Mental Health and Wellbeing Team supports the duty system in relation to safeguarding. The Director of Student Services acts alongside the LOSO and is regularly briefed on student cases. The LOSO also conducts an audit with those with safeguarding responsibilities in advance of the production of this annual report to ensure compliance.

The Head of Business Development & Knowledge is the nominated OFSTED contact for Higher Level Apprentices (HLAS). He developed a range of interventions to ensure those delivering HLAS are aware of what they need to do to show how they address safeguarding/Prevent and the wider safeguarding context for OFSTED in their programmes.

The Head of Practice Learning & Partnership, which was a new role in the Institute of Health in 2021- 22 is being developed as a key role for oversight of Safeguarding related placement cases in the Institute of Health.

A small number of Safeguarding Officers support the roles above.

5. External reporting and scrutiny

The University submitted the Annual Accountability and Data return to the OFS for 2020-21 by the December 1 2021 deadline, and the OFS did not identify any concerns regarding the submission.

No other mandatory reporting to the OfS in relation to our Prevent Duty has been required during 2021-22 as there were no serious issues that met the OfS Prevent reporting criteria.

The OfS issued guidance on the "Prevent Monitoring: Accountability and Data Return" to cover the reporting of academic year 2021-22.   The OfS indicated some changes from previous reporting as follows:

- The OfS required actual rather than estimated numbers for the external event and speaker data set, except for the first question which allowed for an estimation of the total number of events and speakers approved through the external speakers' process.
- The OfS required further information about the reasons for *all* events and speaker rejections through the external speaker process, not just those rejected for reasons related to Prevent. The OfS Prevent contact for the University has confirmed that the reporting is likely to continue in the same "light touch" manner as for 2020-21 and the OfS indicated that they will not be undertaking random samples of the Accountability and Data Return for 2021-22.

The submission date to the OfS for the 2021-22 return was given as 1 December 2022.

The University's ITT provision was inspected by OFSTED during 2021-22. No Safeguarding/Prevent issues were identified in the OFSTED report.

6. Internal reporting on Safeguarding and Prevent and monitoring of welfare provision

- VCE received the Safeguarding/Prevent Annual Report 2020-21 and OfS data and accountability statement in November 2021
- Audit and Risk Committee received the Safeguarding and Prevent Annual Report, the OfS data submission and draft accountability statement, (2020-21) and updated, individual Safeguarding and Prevent Risk Assessments and Action Plans in November 2021.
- The University Board of Directors received the Safeguarding and Prevent Annual Report 2020-21 along with updated Safeguarding and Prevent Risk Assessments & Action Plans, and the draft of the OfS submission and accountability statement in November 2021.
- A fully reviewed and revised Safeguarding: Children and Vulnerable Adults policy, incorporating Prevent, with associated documentation making roles and responsibilities clear was approved by Business Assurance Board in October 2021. An Equality Impact Assessment was conducted in relation to the policy.
- The Lead Operational Safeguarding Officer contacted key leads with specific Safeguarding/Prevent responsibilities (as per the Safeguarding policy document) to audit compliance during summer 2022 to inform this report.
- Updates on student and staff welfare and wellbeing from Human Resources and Disability and Mental Health and Counselling provision were provided to the Equality, Diversity, Inclusion and Wellbeing (EDIW) committee during 2021-22.
- The University continued to recognize the challenges of supporting learners as their teaching and learning and student experience continued in hybrid fashion, but with increasing on campus activity, during 2021-22.
- The Head of Student Support is a member of both the Apprenticeship Steering Group and the Apprenticeship Operational Groups and provides regular updates in relation Safeguarding/Prevent and ongoing issues or risk impacting learner wellbeing.

7. Related policies, risk assessments and procedures include:

The University has a comprehensive range of policies and procedures that incorporate Safeguarding and Prevent including, but not limited to:

Safeguarding web pages and Safeguarding Policy and Procedure www.cumbria.ac.uk/safeguarding
Safeguarding Risk Assessment and Action Plan
Prevent Risk Assessment including Statement of Approach and Action Plan
Safeguarding audit annually of all responsible leads to inform Safeguarding/Prevent annual report due to go to ARC in February 2023
Freedom of Speech and External Speakers protocols
IT policies on acceptable usage for staff and student and guidance for students on the student hub re cybersecurity
Safer recruitment of staff protocols (Human Resources) and students (Admissions)
Anti-bullying and harassment statement of intent and Staff Prevention of Bullying and Harassment Policy – these documents have now been consolidated into a single Staff and Student Prevention of Bullying, Harassment and Sexual Misconduct Policy
Under 18 protocols including risk assessments for accommodation, and programme-based activity including enhanced admissions' requirements for under 18 international students
Student and staff complaints and disciplinary process clearly reference safeguarding and prevent
Conference documentation clearly references Safeguarding/Prevent
Contractors' protocols are in place and include reference to safeguarding and Prevent

8. Effective reporting mechanisms for staff or students to raise concerns

Routes for reporting concerns for internal learners and staff and for externals have been centralised and simplified with the introduction of the Student Enquiry Point from 1 September 2021. This enables learners to seek support for themselves or refer concerns about another learner. Tutors, professional service staff, or external agencies can also report concerns about learners via the Student Enquiry Point (STEP)

STEP is supported by a helpdesk delivered by library staff as the first point of contact and Student Engagement Coordinators who can follow up with input from specialist teams as required.
A small team deals with the Safeguarding related referrals via STEP which includes the LOSO and the Mental Health and Wellbeing Team.

The system has inbuilt identification of levels of risk in relation to Safeguarding/Mental Health and Disability cases.

Students report to, or are identified by:

Internally	Externally including referrals from other agencies
Leaners themselves	Employers
Tutors	Placement facilitators/link tutors
Professional services staff	Police - general officers or specialist Public Protection Units
Accommodation staff	Local Authority Designated Officers (LADOs)
Other learners	Hospitals

UoC Student Union	Mental Health Community Teams/Crisis Teams
	Private landlords or private accommodation providers
	Members of the public/parents

External referrals still tend to come directly to the LOSO but can come in via any colleague and are then passed to the LOSO via STEP.

The launch of the Student Enquiry point was accompanied by staff training events, and refreshers and reminders are sent to staff and students regularly. The impact of the awareness raising and the ease of reporting via STEP can be seen in the increase in overall safeguarding cases over the previous year.

Concerns about staff may take routes in as above, but also issues are generally advised to Line Managers in the first instance. Trade Union reps may also flag concerns.

9. Safer recruitment
Safer recruitment of staff is led by Human Resources.

Safer recruitment of students is led by Admissions in conjunction with the relevant academic department and Professional Body requirements including Disclosure and Barring Service (DBS) and Occupational Health checks as required.

The requirements of a staff member's role, or the programme of study a student will be undertaking, are assessed against the Vetting and Barring Service framework and we are mindful that there need to be grounds for asking someone to undertake the DBS process.

10. IT (Information Technology) acceptable use policies, filtering and incident management and online safety
All staff across the University are required to complete a) a compulsory tailored online (and on demand) Cyber Security training session along with an Information Security and Being Safe Online course once every 2 years. These will continue for 2022-23 although the courses may well be combined and possibly updated in format to allow for a continuous learning approach in the future.

All staff and students are supported in their cyber threat awareness through simulated phishing campaigns. A short (2 minute) training module is provided to all those who are 'caught'.

Students and staff have been provided guidance on cybersecurity and best practices which can be accessed on the student hub/staff hub and in induction sessions (including for Higher Level Apprentices). In addition, the Learning Advisers in Library Services have provided input on digital skills and online behaviour. The Centre for Academic Practice Enhancement (CAPE) created guides for tutors and students/Higher Level Apprentices to improve understanding of the challenges and issues associated with extensive use of online learning.

IT Service Leads receive information via JISC, NCSC CiSP portal and wider network channels on the risks and wider context of delivering education online and respond accordingly in relation to their policies and procedures. The university also benefits from a cloud hosted and partner supported 365 x 24 x 7 managed detection and response service.   The university is audited annually on its cyber security 'posture', processes and procedures, with reports sent to a number of executive committees.

The IT incident management process refers to Safeguarding and Prevent and ties in with both the acceptable user policy and the internet content filtering policy.

IT Services have the ability to provide details of the themes that are blocked by web filtering on request and are included in a defined Web Content Filtering policy.

11. Freedom of Speech, External Speakers and Events

The University's approach to the management of events involving external speakers is outlined within the External Speakers Protocols and Procedures which are incorporated within the University's Freedom of Speech Code of Practice, this underpins aspects of the Prevent Duty. A risk-based approach is applied to the process of considering events involving External speakers; normal timetabled teaching and academic delivery is not included in the scope of the policy. Similarly, a streamlined screening process is used with organisations who use University facilities on a regular basis.

For the majority of the reporting period, whilst the University moved progressively to a greater focus on campus teaching and learning, it continued a hybrid model with continuing online learning. The University continued to take the view that inviting external speakers and holding events was not a priority due to ongoing covid concerns and the University's approach to risk management. The small numbers reported below reflect this.

The University of Cumbria's Student Union (UCSU) have their own protocols in place governing external speakers and events but have shared with the University data re their approvals during 2021-22.

A) Total number of events or speakers approved through the external speakers' process	SU: 34 UoC: 8
B) Total number of events or speakers approved subject to any mitigations or conditions	UOC - 0 SU- 0
C) Number of events or speakers approved subject to any mitigations of conditions due to Prevent-related risks	UOC -0 SU-0
d) Number of events or speakers rejected by the University	UOC- 0 SU- 0

The University has delegated appointed officers who process the authorisation of each external speaker event for their respective departments.

The Chaplaincy Coordinator continued to oversee the risk assessment of the multi-faith spaces.

12. Key actions and initiatives in relation to Safeguarding and Prevent during 2021-22

- A project working with an external online e-learning provider was a major strand of work under Safeguarding and Prevent, including EDI and British Values, during 2021-22.   The provider had few modules suited to learners, in particular to adult Higher Level Apprentice Learners. Working with them and with input from the DFE Northwest Regional Prevent Coordinator, a completely new Prevent module and amended EDI and Safeguarding Modules were produced. These will be

mandatory for Higher Level Apprentices and monitored via the apprentice system ATPEM from 2022-23.

- To help tutors further embed safeguarding, Prevent, British Values and EDI we have created a toolkit to show how each aspect can be woven into day-to-day teaching and signpost tutors to examples from their respective professional bodies.
- Led by the Apprenticeship team in Academic and Quality Development and supported by colleagues in the Centre for Academic Practice Enhancement (CAPE) during 2021-22 the University made a number of improvements to its support for academics delivering degree apprenticeship programmes. We have strengthened the scrutiny of new programmes at validation, asking proposers of new apprenticeship programmes to clearly highlight how their provision covers the behaviours of the apprenticeship standard. Whilst we work with regulated and non-regulated provision, we have consistently asked programme teams to develop and deliver teaching content framed around the professional values of their respective industry, whether this is NMC or HCPC in health or APM or CMI in business.   To help academic tutors we have expanded our academic toolkit to include new pages on safeguarding, prevent, British Values and EDI, with detailed examples and links to how they can adapt and refine key elements through their teaching. We are committed to developing additional training sessions to help tutors know how to spot transition from free speech to the prevention of radicalisation.
- A Safeguarding checklist describing roles and responsibilities for the University and for Turing partners was produced during 2021-22.
- The University's Modern Slavery Statement is available at: Modern Slavery Statement | University of Cumbria
- The University submitted a response to the Protect Duty consultation which was approved via Business Assurance Board prior to submission.
- As part of an approach of continuous improvement regarding our Safeguarding and Prevent practices the following actions have been implemented:
  o The introduction of the Student Enquiry Point which enables staff, students or externals to refer at any time and mitigates reliance on the availability of the Lead Operational Safeguarding Officer.
  o The inclusion of the Mental Health and Wellbeing Team in picking up Safeguarding referrals from STEP
  o The developing role of the Head of Practice Learning and Partnerships Engagement in the Institute of Health who, along with 2 colleagues is gaining expertise in management of IoH Safeguarding casework including liaison with externals agencies.

13. During 2021 -22 the following work strands have commenced with a view to completion and progression though university committees etc during 2022-23

Work by the Head of Practice Learning & Partnership Engagement in the IoH to update the Fitness to Practise policy for the Institute and guidelines for student and staff for reporting of concerns in relation to Safeguarding and wellbeing on placement, and how to report.

A working group was convened resulting in the development of a "Policy for Preventing and Addressing Bullying, Harassment and Sexual Misconduct."

Work was commenced on a "You report, we support" form which will enable easy reporting of any bullying and harassment and links back to STEP/Advocate.

Work was begun to incorporate incident reporting into STEP/Advocate which will further consolidate current separate reporting systems.

14. Wider wellbeing support and compliance with the Equality Act to ensure student's physical, psychological and spiritual wellbeing are recognized and addressed

The University provides a wide range of wellbeing support including Sports facilities which are publicized via the website and Student Hub.

- As a multi-campus university with a range of learners, staff have always been able to offer online support and refer students remotely for support. As covid restrictions have eased, more face-to-face on campus presence of staff and face to face appointments have been made available but many learners prefer to continue with eg Teams for convenience. Many learners are studying at education centres local to them or by distance learning and work shifts, so some early morning and early evening appointments are being offered which are being well received.
- A range of welfare, pastoral and Chaplaincy support services are available to students. These are part of a student support framework which includes: Chaplaincy (for those of faith and those of none), Counselling, Mental Health Case workers, Residence Life, Money Advisors, Careers, support for disabled students, international students, care leavers, L3, estranged students, adult carers and Sports Centre provision.
- The Directorate of Student Services continues to promote its "Live Well, Learn Well" approach, supported by a wellbeing blog which focuses on different themes throughout the year.
- Other support staff such as those in Reception and the Libraries, the Barn at Ambleside and at London, have continued to provide a physical presence. These teams along with others such as the Academic skills team, SAAS (Student and Academic Administration Service), student finance and catering continue to play a key role in identifying students of concern and seeking the relevant support for them or signposting to relevant specialist provision and self-help via STEP.
- Personal tutors and other academic staff also form a key part of the student support framework.
- Regular events are held throughout the year to encourage students to access support and services are introduced at registration and induction. For example, "Winter Warmers" were held to enable students to share their experiences and issues with support staff.
- Full details of support can be found at: https://my.cumbria.ac.uk/Student-Life/Support/
- The Students' Union and Chaplaincy provide vital impartial support and the Chaplaincy has held mindfulness sessions for students to access. Multi-faith spaces continue to be available to students.
- The University recognizes that some students (and staff) have been more vulnerable to isolation, domestic violence, lack of mental health support and other influences that might affect them during lockdown and with eg having to have children at home. The Mental Health and Wellbeing Team saw an increase in learners who had been victims of domestic violence, including coercive control, in learners expressing suicidal ideation and in trauma cases (the latter with a range of causes, not due specifically to covid.)
- The Money Advice Team saw an increase in demand for financial support but within, whilst there was a drop in standard grant awards, the non-standard awards rose, indicating the complexity of the range and variables affecting students as we moved through Covid. The OFS awarded the University £21,000 in additional funding for those impacted by covid eg through inability to undertake part-time work etc, which was fully disbursed to students. The Money Advice team worked to move their

processes into the Student Enquiry Point/Advocate in full during 2021-22 to launch on September 1 2022. This will enable improved holistic reporting.

- Planning data confirms that the number of disabled students officially declaring to the University and in the Student Records System SITS, was 14.6% (15.2% the year before) However the number of students known to disability services increased again in 2021-22 and this posed more challenges for the service. Not all students with a disability declare to SITS or update ICON themselves. Some cohorts have very high percentages of students declaring a disability, eg 44% in one HLA cohort of paramedics.
- All of the support teams work together in a multi-professional/agency model and when a vulnerable student is identified they are quickly supported by the right service or services including external agencies where appropriate.
- The University has continued its use of "*Togetherall*" which gives access to 24/7 peer support for mental health for staff and students and has a range of self-help resources. We did not continue the option for additional counselling as most of our students were beyond the threshold of acceptance by Togetherall due to their complexity/severity of presentation.
- The Student Minds initiative "Student Space" is available to our students and provides access to dedicated support services for students, by phone or text. Our Mental Health and Wellbeing Manager was on the Board of Student Space and has been involved in its development. The initiative has been made permanent.
- Tutors actively monitor student engagement through our VLEs and the Student Engagement Dashboard to implement early intervention and referral to specialist services where required. Service staff highlighted academic issues back to tutors for relevant follow up
- A team of 4 Student Engagement Coordinators were introduced for the beginning of 2021-22 and made permanent in year. Their focus is on retention and proactive intervention to enable continuation and reduce attrition. The team report into the Student Hub Manager who works closely with the Dean for Student Success and the Teaching and Learning Experience Leads in the Institutes to embed the work of this new team in supporting student retention. They have been involved in supporting students returning from intercalation, providing welfare checks with international students in self-isolation/quarantine prior to starting studies, and responding to general queries via the Student Enquiry Point, and were involved with co-ordinating support for students carrying resubmissions due to changes in emergency academic regulations introduced during Covid.
- The Centre of Academic Practice Enhancement (CAPE) and Information Services continue to support academic and professional services colleagues to understand the impact of technology on learners including supporting accessibility for disabled learners.
- A range of support for staff wellbeing and for staff impacted by disclosures made to them by students or fellow staff, is available. This includes an Employee Assistance Programme, Able Futures and access to counsellors and a range of information via the Staff Hub.

15. External partnership working

15.1 Prevent-Related

There have been regular online meetings between the DfE Regional Prevent Coordinator and the Lead Operational Safeguarding and Prevent Officer and/or Director of Student Services. There has been liaison also with the London DFE Coordinator who no longer visits HEIS directly.

The Lead Operational Safeguarding and Prevent Officer has attended the North Prevent Delivery Group, and Cumbria Prevent Board meetings, held online. These meetings now include representatives from the Police Counter Terrorism units and Police Prevent Leads and information on the local terrorism risks are fed back into the Prevent risk assessment. Intelligence sharing is improving but some information remains classified.

The Prevent Risk Assessment acknowledges the need for development of regular staff and student communications and a need for a main area on the website to bring together Prevent related material.

15.2 Safeguarding -Related

The Lead Operational Safeguarding and Prevent Officer and the Mental Health team, work closely with a range of external agencies including the Police, Social Services, Local Domestic Violence Advisers and Local Authority Designated Officers (Childrens' and Adult Workforce), Crisis MH teams etc., making referrals to and receiving referrals from them as appropriate to each case.

16. Academic Partnerships

Academic Partnerships with external organizations are managed by the Academic Quality Development, Collaborative Provision team., who introduce Prevent and Safeguarding from the initial stages of partnership discussions so each partner's responsibilities in this regard are clear. Higher Level Apprentice subcontracted provision agreements reference compliance with Prevent and Safeguarding as do Employer Agreements for apprenticeships.

17. Safeguarding and Prevent -Related Training: Staff

Online Safeguarding and Prevent Training is mandatory for all staff on induction and subsequently every two years or annually depending on their role. There are two basic online modules: one for Safeguarding and one for Prevent. Face to face sessions by the Regional DFE Prevent Lead for the Northwest and the Head of Student Support were reinstated in May/June 2021-22 including for the University Board. The Head of Student Support also delivered training on Prevent at London.

Safeguarding, Prevent and wider wellbeing training: for the period 1 September 2021 to 31 August 2022

Data set	
Number of staff identified as key in relation to the Prevent Duty	1027
Number of key staff receiving induction Prevent training	79
Number of key staff receiving refresher Prevent training	423
Number of staff receiving broader welfare or safeguarding training	
• Safeguarding Training	405
• Managing mental health in the workplace	34
• Cyber Security	118

Commentary

The number of staff identified as key to Prevent delivery is the total number of staff in the institution. Prevent is embedded within Safeguarding at the University. The Training is delivered in many forms and as such there will be some double counting in the data.

Training for the Lead Operational Safeguarding/Prevent Officer is supplemented by focused input at eg the Northern Prevent Groups. Topics covered in 2021-22 include INCELS and Far Right-Wing organisations.

18. Safeguarding and Prevent Training - Students

Student training in Prevent and Safeguarding is included at programme level as appropriate and tailored to the setting and professional body requirements. All new students are introduced to what is available in terms of student support via Pebblepad induction sites for undergraduate, postgraduate and Higher-Level Apprenticeships.

Higher Level Apprentices receive an introduction to Student Support including reporting mechanisms, and information on Safeguarding and Prevent as part of their induction. Safeguarding issues can also be captured via the Tri-Partite review forms which are completed every 10-12 weeks, and which involve the University, the employer, and the apprentice. As reported previously, a suite of online training modules for Higher Level Apprentices was developed in 2021-22 covering, Safeguarding, Prevent and EDI. These will be launched and evaluated in 2022 – 23.

19. Student Engagement

The student voice is heard via the liaison between the Director of Student Services and Lead Operational Safeguarding Officer with the Students' Union and in particular their Welfare Officer. The Students' Union works closely with the University to ensure any safeguarding or Prevent-related concerns are escalated into the University's protocols as appropriate. Students on Higher Level Apprenticeship programmes have regular opportunities to discuss safeguarding and wellbeing issues via the tripartite review process.

Prevent related casework is reported in Appendix 1 and via the Annual Prevent monitoring return to the OfS and as Appendix 1

Safeguarding and Prevent Data 2021 -22 Key points (data can be found at Appendix 1)

20. Safeguarding and Prevent Casework 2021-22 Overview, trends and key points to note

The Student Enquiry Point (STEP) was introduced in September 2021 and became the single point of recording of safeguarding cases. In order to support succession planning for the current Lead Operational Safeguarding Officer, the Mental Health and Wellbeing team is now involved in a daily duty rota to pick up Safeguarding cases entered into STEP.

One individual may have more than one case as we are seeking to establish patterns of concern eg repeat cases of self- harm, bullying and harassment. This is important particularly in relation to students on professional programmes to be able to inform eg occupational health referrals and fitness to

practice/study processes. There were a total of 221 Safeguarding cases in Advocate and these comprise 168 individuals.   There were 117 individual safeguarding cases logged in 2020-21.   This increase (43.5%) is due to having a central point of referral which is publicized regularly to staff and students and which raises awareness of the need to report concerns formally from within our community.

Due to the new reporting mechanism, the data for 2021-22 is not easily compared to previous year's reports but the format will form the baseline for reporting moving forward. Where comparisons to previous years are directly possible, they are given below.

Although Safeguarding cases constitute only 3.71% of the number of cases on STEP, the risk levels in terms of student experience, retention, risk to self and others etc. are often significant and the cases involve rapid, intense immediate, and often extensive ongoing interventions from both the specialist roles and academic and other professional service colleagues and external agencies.

The cases are increasingly challenging in terms of behaviours and complexity of presentation not just for the individual themselves, but in relation to the potential impact on their programme and the ability to undertake activities such as field trips, placements etc

The Institute of Health accounts for 52% of the 221 cases which is proportionate to the size of the Institute.

The data shows that despite a focus on continued online or hybrid study, the safeguarding mechanisms were still working and concerns are being reported. Referrals to the Mental Health and Wellbeing team rose from 500 in 2022-21 to 591, which is almost back to pre-pandemic numbers accessing the service. Not all Safeguarding/Prevent cases require mental health support.

Trends included: an increase in cases of interpersonal violence including those involving coercive control by a partner. A small but increasing number of referrals were made to Independent Sexual Violence Advisors/organisations for specialist support.

The 9 cases under "generic student" capture eg reports by a third party anonymous external to UOC about a student, as well as requests from externals via appropriate GPDR processes.

The University had no under 18s admitted to its programmes in 2021 22 however, 3 of the safeguarding cases involved potential risk to under 18s external to the University.

The working relationships developed with agencies such as the Police, Local Authority Designated Officers and local Social Services, remain invaluable.

The protocol whereby a student who is a serious cause for concern is phoned, texted and given a deadline to respond to the Lead Operational Safeguarding Officer (or Director of Student Services or Programme Lead) has proved effective again in a small number of cases (2) in 2021-22. Two other students required welfare checks. We have been able to re-engage the students before the need to call external statutory agencies such as the Police, Crisis and Home Treatment teams etc or refer out to IDVAs or other specialist agencies.

Safeguarding Statistics Safeguarding data and statistics are available on request. Please see www.cumbria.ac.uk/safeguarding for contact information.

Prevent –related casework is reported via the Annual Prevent monitoring return to the OfS

21. Risk Management

The University continues to take a risk-based approach to its activities including in relation to Safeguarding (including Prevent) and in its handling of student casework.

The self-referral mechanism for the Mental Health and Wellbeing Service contains inbuilt clinical scoring tools which ensure that those who are most at risk are prioritized for proactive intervention and follow up.

Disability Services have a triage mechanism to identify the most complex and high-risk students to prioritize the distribution of disability action plans. The service continues to face challenges in terms of demand v staffing resource, and this has impacted the student experience and staff wellbeing. The risks associated with this have been documented internally and acknowledged by agreement via the Business Planning Process of some additional resource and the approval to seek an external review of Disability Services during 2022-23.   Some additional staffing resource was secured for Disability Services in 2021-22 via the Business Planning process, but this still left a gap in what is needed with no resilience for eg sickness absence or gaps in recruitment for vacated posts.   This has impacted the student experience and staff wellbeing. An external review of the current model, to ensure a more agile response to HLA need has been agreed via external consultants who will be commissioned in 2022-23. We continue to see students being identified on programme as well as on entry.

Honor Rhodes Head of Student Support (Lead Operational Safeguarding and Prevent Officer) Directorate of Student Services

December 2022