

Policy and Procedures

Safeguarding Children and Working with Vulnerable Groups

Safeguarding/Prevent management Group

Applicable 2018-19

Safeguarding Policy, Procedures and Protocols
Revised November 2013, May 2014, November
2014, May and November 2015, May 2016,
November 2016. July 2017, September 2018

Please note: This is NOT the protocol which outlines how to deal with an emergency situation or where a student is eg declaring they are suicidal. If there is an emergency you should deal with it as such eg call the emergency services, then seek assistance and report as per the advice at:

<https://web.powerapps.com/webplayer/app?hidenavbar=true&appId=%2fproviders%2fMicrosoft.PowerApps%2fapps%2f14b7e534-93c7-45dd-8204-bd568013b800>

If the situation is less serious then please refer to: Ten Top Tips for Dealing with Distressed students available at:

<https://unicumbriaac.sharepoint.com/sites/CL/CorporateLibrary/Ten%20Top%20Tips%20Distressed%20Students.pdf#search=distressed>

CONTENTS

Chapter One: Safeguarding Children and Working with Vulnerable Groups Policy

1. Introduction
2. Aims and Objectives
3. Scope
4. Definitions
5. Policy principles
6. Roles and Responsibilities
7. Equality, Diversity and Inclusion (with particular reference to disability reasonable adjustments) and Equality Impact Statements
8. Records Management Statement
9. Risk Management Statement
10. Monitoring, implementation, training

Chapter 2: Safeguarding Children and Working with Vulnerable Groups Procedure

1. Introduction
2. Examples of when a concern of significant harm may arise
3. Procedure if you are informed that a child, young person or vulnerable adult is being, or has been, harmed or abused or is subject to radicalisation
4. Procedure if you are concerned that a child, young person or vulnerable adult is, or may be subject to, abuse or harm or is subject to radicalisation
5. Steps to take if you are concerned that the behaviour of a member of staff, student or other person connected with the University threatens the well-being of a child, young person or vulnerable adult or may be attempting to engage in the radicalization of others
6. Procedure if you are concerned about a student's mental health and wellbeing
7. Procedure if a student declares a disability including a mental health condition
8. External Procedure
9. Internal Procedure
10. Information, advice and guidance for staff or students alleged to have harmed or abused a child or vulnerable adult
11. Procedure for Safeguarding Officers
12. External Agency Approaches, Working with School Direct, Third Parties and Partners
13. Descriptions of Significant Harm

NB. This policy is available on the University of Cumbria website and it should be noted that any printed copies are uncontrolled and cannot be guaranteed to constitute the current version of the policy.

POLICY SCHEDULE	
Policy title	Safeguarding Children and working with Vulnerable Groups
Policy owner	Michelle Leek Director of Student & Staff Services
Policy lead contact	Honor Rhodes, Head of Student Support Services/Lead Operational Safeguarding and Prevent Officer
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1 Introduction

1.1 The University of Cumbria, as a provider of higher education, recognises that it has a legal duty to ensure, so far as is reasonably practicable, the health, safety and welfare of all vulnerable groups accessing its services and facilities and a wider Public Protection Duty. The University also recognises that children and vulnerable groups may be at risk of harm from sources outside the University's control. Where signs of such harm are apparent, the University encourages these to be reported to the appropriate external agency.

1.2 The University is committed to protecting women and girls from any type of violence including sexual exploitation and Female Genital Mutilation.

2 Aims and Objectives

This University Policy makes explicit its commitment to a proactive approach towards achieving the outcomes referred to in paragraph 1.1 through sound procedures and good practice. The University promotes ways in which individual members of staff and agents of the University can put their own measures into practice to ensure, so far as is reasonably practicable, the health, safety and welfare of vulnerable groups.

3 Scope

3.1 This Policy and accompanying Procedure and Protocols for Safeguarding: children, young people and vulnerable groups, concerns:

- All staff and students of the University, including those who do not have a specific role in relation to safeguarding matters.
- The University also reserves the right to request appropriate safeguarding policies and assurances from contractors and placement providers.
- The University expects conference or eg sports activity organisers bringing under-18s onto our premises to ensure they are familiar with our policies.

3.2 The University of Cumbria shares premises at Furness College which has a significant number of FE learners and at Energus which has some under 18 learners. The University holds regular events involving under 18s such as Summer Schools, School Visits etc. Risk assessments and/or formal arrangements are in place to ensure safeguarding matters are attended to appropriately.

4 Definitions

4.1 For the purpose of this Policy the term 'child or young person' applies to a person less than 18 years of age.

- 4.2 A new definition of regulated activity relating to adults is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. The definition means “Any adult to whom an activity which is regulated activity relating to vulnerable adults as defined by the Act.” The Act identifies activities which, if any adult requires them, lead to that adult being considered vulnerable at that particular time. The focus is on the activity not the setting or the personal characteristics or circumstances of the adult receiving the activity.
- 4.3 There is no requirement to engage in an activity a set number of times. An individual only needs to carry out a defined activity to be engaging in Regulated Activity.
- 4.4 Regulated Activity for adults now covers:
- Providing healthcare (regarding physical or mental health) eg counsellors and therapists
 - Providing personal care
 - Providing social work
 - Assisting with general household matters (bills; shopping etc)
 - Assisting in the conduct of people’s own affairs
 - Conveying adults to, from, or between places where they receive healthcare, relevant personal care or social work because of their age, illness or disability.
- 4.5 Regulated activity relating to children means a person can be engaged in regulated activity because of:
- What they do (activities)
 - Where they work (establishment)
 - Who they are (specified position)
- 4.6 Regular unsupervised activities cover:
- teaching; training; instructing; caring for; supervising
 - providing advice/guidance on well-being driving a vehicle solely for children
 - Regular work in a limited range of establishments (‘specified places’), with opportunity for contact: e.g. schools, children’s homes, childcare premises
 - Relevant personal care – even if done as a ‘1-off’ (ie it does not need not be a regular activity)
 - Registered child-minding and foster-caring

- 4.7 More broadly, the University considers any person, regardless of the above definitions, to be vulnerable if they may particularly need protection against harm and/or need targeted interventions or specialised service input to enable them to access their studies, be retained and achieve their full potential. Information regarding how the University meets this responsibility is outlined below.
- 4.8 Safeguarding requires the University to take all reasonable measures to ensure that risks of harm are minimised. Where there are such concerns appropriate actions will be taken.
- 4.9 Safeguarding children and protecting their welfare involves:
- Ensuring that children can grow up in a safe and effective environment.
 - Preventing impairment of children's health or development.
 - Protecting children from maltreatment.
- 4.10 Safeguarding others at risk and protecting their welfare involves:
- Ensuring that wherever reasonably practicable, a safe environment is provided which reduces the risk of harm from abuse, neglect, exploitation or discrimination.
- 4.11 The University extends the references to vulnerable groups as expressed above and for example this includes, but is not limited to, those individuals who:
- May be living away from home; living in an environment with domestic violence or drug misuse in parents/family members; living in temporary accommodation; living as migrants.
 - May be victims of trafficking; unaccompanied asylum-seeking children.
 - May be victims of exploitation by criminal gangs or organized crime
 - Have disabilities (mental or physical).
 - Have been subject to bullying and/or abuse.
 - May be Looked after Children
 - May be young carers
 - May be subject to forced marriage
 - May be vulnerable to radicalisation by extremist groups
 - May have been subject to Female Genital Mutilation
- 4.12 The University has a duty (OfS guidance, 2018) “to safeguard people from becoming terrorists or supporting terrorism” and under the Prevent Duty 2015 to “have due regard to the need to prevent people from being drawn into terrorism.” It is acknowledged that those who are radicalized are often vulnerable by means of e.g. a disability or mental health issue, poverty, isolation, addiction, or due to a

protected characteristic such as race, religion, sexuality or gender. The University has embedded Prevent into its Safeguarding Agenda.

- 4.13 In this policy, the following definitions apply but are not limited to:
- 4.13.1 *Abuse*: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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 another child or children.
- 4.13.2 *Physical abuse*: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 4.13.3 *Emotional abuse*: The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- 4.13.4 *Sexual abuse*: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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.
- 4.13.5 *Child Sexual Exploitation*: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to

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

4.13.6 *Neglect*: The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate caregivers)
- d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

4.13.7 *Extremism*: Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Terrorism and Security Act 2015 as “the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist. “

4.13.8 **Financial or material abuse**

In the context of vulnerable adults: includes exploitation and pressure in connection to wills, property, inheritance or financial transactions.

4.13.9 **Domestic Violence**

Children or vulnerable adults may suffer both directly and indirectly if they live in households where there is domestic violence (also referred to as domestic abuse). Domestic violence may have a damaging effect on the health and development of the individual, and it may be appropriate for such children or vulnerable adults to be regarded as in need.

4.13.10 **Bullying or Harassment**

These behaviours represent a significant threat to the individual’s well-being and can lead to self-harm and, in extreme cases, to suicide.

4.13.11 Forced Marriage –Occurs where one or both parties do not consent to the marriage. The Foreign and Commonwealth Office has a Forced Marriage Unit and advice is available at: <https://www.gov.uk/forced-marriage>

4.13.12 Female Genital Mutilation

5. Policy Principles

5.1 Legislation: This Policy and the accompanying Procedure and protocols, is underpinned by both national guidance and current legislation. The University takes seriously its responsibilities in ensuring appropriate safeguarding arrangements and measures are in place to ensure and promote the welfare of vulnerable groups as referenced in a number of pieces of legislation and good practice guidance. These include (but are not limited to): Working Together to Safeguard Children (2018), Children’s Act (2004), the Safeguarding and Vulnerable Groups Act (2006) and The Protection of Freedoms Act (2012), PREVENT duty guidance in relation to the Counter Terrorism Strategy (2018)

5.1.2 Safeguarding is everyone’s responsibility and safeguarding activities should be coordinated and put the vulnerable individual at the heart of the process.

5.1.3 The University forms part of the wider safeguarding system for children.

5.2 The University employs a range of mechanisms to deliver its safeguarding agenda. These mechanisms include, but are not limited to:

5.2.1 Robust recruitment procedures: Recruitment procedures are in place which deter, reject or identify people who might abuse children or vulnerable adults, or are otherwise unsuited to working with them.

5.2.2 Staff recruitment: The Human Resources Service Strategy, Recruitment and Selection Policy and Safeguarding Policy should be referred to for the recruitment and checking of potential staff and promotion opportunities. Where applicable, staff will be required to undertake DBS procedures and disclosures.

5.2.3 Student recruitment: The student recruitment strategy applied by Admissions and the Safeguarding Policy should be referred to for the recruitment and checking of students, including information on the requirement to engage in appropriate disclosure and barring service processes as appropriate.

5.2.4 Engagement of contractors: The engagement of contractors and others to work on behalf of the University is governed by tender and appropriate University procedures. The University will ensure that contractors and others are appropriately selected in accordance with the University’s Contractor Management Policy. A copy of this is available from the Health and Safety Service, Facilities Management.

5.2.5 Health, wellbeing and specialist support services are available: eg: counselling, mental health advice; residential teams; specialist tuition (eg: specific learning

difficulties support), disability and learning disability advice and support and for staff the Employee Assistance Programme. Occupational Health can support and advise on both staff and student fitness and reasonable adjustments.

5.2.6 Proactive policies and procedures: eg: Health & Safety; staff and student recruitment procedures taking account of DBS requirements, Single Equality Scheme (incorporating disability etc); widening participation procedures including outreach activities; policies covering appropriate use of IT and Social Media; summer school arrangements etc; complaints, grievances and disciplinary procedures for both staff and students with supporting guidance for all involved; conduct of professional relationships between staff and others; proactive relationships with local police.

5.2.7 Additional measures: Depending on circumstances actions may also include Occupational Health guidance; comprehensive, holistic risk assessments and action plans; application of the bereavement protocols; availability of the Student Harassment & Bullying Procedures; signposting to Chaplaincy and/or the Students' Union, for example.

5.2.8 External professional and statutory practices: Academic Departments are guided by external requirements when applying safeguarding measures and partnerships with schools, hospitals and local businesses for placement suitability considering safeguarding.

5.2.9 School Direct It is expected that where safeguarding incidents occur within eg a School Direct, placement, or any partner setting that the third party organization should deal with the safeguarding matter within its own policy and procedures, involving external agencies as appropriate.

5.2.9.1.1 The Lead School should ensure that it establishes a reporting protocol for its partners in relation to dealing with Safeguarding Incidents where University of Cumbria students are involved.

5.2.9.1.2 When a Safeguarding incident occurs under School Direct, the school involved should implement its own safeguarding policy and procedure, liaising with external agencies as appropriate.

5.2.9.1.3 The school involved should also inform the Partnership Programme Lead (PPL) immediately. The PPL should inform the University Programme Lead immediately. The UPL should inform the Lead Operational Safeguarding Officer or the Director of School and Business Engagement immediately so any parallel action required can be taken by the University eg under eg the Student Code of Conduct. In order to facilitate this, Programmes should ensure relevant handbooks are clear about where the duty to respond to safeguarding lies.

5.2.10 Apprenticeships

5.2.10.1 Whilst apprentices are with the University for their study they fall under the

University's Safeguarding Policy and Procedures. Where employers are in sectors where they have their own safeguarding policies, apprentices will be expected to be inducted into the workplace policies and procedures and to work within them.

5.2.10.2 Where a safeguarding related incident occurs in the employment setting, the setting involved should implement its own safeguarding policy and procedure, liaising with the external agencies as appropriate. The setting should inform the University's Lead Safeguarding Office immediately so any parallel action required can be taken by the University eg under the Student Code of Conduct. Employer induction and Apprentice Programme information should make this reporting route clear.

5.2.10.3 Where the University becomes aware of a safeguarding related issue or incident involving an apprentice, they will contact the Employer's Safeguarding Officer.

5.2.10.4 Where the employment setting does not have its own safeguarding policy and procedure, the employer will be sent a link to the University's Safeguarding Young People Vulnerable Groups Policy and Procedure and this should be part of the employer induction.

5.2.11 **Other settings** where University of Cumbria students are involved, should implement their own Safeguarding policies and procedures and report the incident to the Lead Operational Safeguarding Officer at the University immediately any parallel action can be taken by the University as appropriate eg under the Student Code of Conduct.

5.3 Reporting incidences and raising concerns:

It is not the responsibility of individual members of staff to investigate or make judgments on suspected instances of risks of harm to the welfare of a child or vulnerable adult. That is a matter for the relevant external agencies, or, in appropriate cases, the University through the actions described in Safeguarding Procedures. If the situation requires an immediate emergency response then the appropriate 999 call should be made then reporting implemented.

5.3.1 All complaints, allegations or concerns will be taken seriously and staff and students are encouraged to report concerns at the earliest opportunity.

5.3.2 Where allegations are made against a student or staff member in relation to behaviours that fall under the definitions in this policy and procedure action may be taken under the Student Code or Conduct or relevant Human Resources procedure. Reporting to external bodies for investigation may need to take place and outcomes of internal process may depend on these external outcomes.

5.4 Referral to external agencies: The University is required to report to a range of external bodies should a staff member or student leave the University through reasons, for example, of misconduct or unsuitability to work with children or vulnerable adults (ie: Disclosure and Barring Service (DBS) and relevant professional bodies.)

- 5.5 Reporting to the DBS will normally be carried out by the Lead Strategic Safeguarding Officer or will be in line with the agreed Academic Department or Human Resources Reporting Processes. Additionally, liaison with and referral to external agencies, such as Children's Services, Social Services and/or the Police, may be required on receipt of a disclosure.
- 5.5.1 For the Health, Social Care and Professional Practice, any cases requiring reporting to professional bodies should be notified to the Principal Lecturer: Professional Practice (Community Health and Social Care) for action
- 5.5.2 For the Institute of Education, any cases requiring reporting should be notified to the Director of the Institute of Education
- 5.6 The University encourages a responsible and transparent approach to working with children and vulnerable groups and will promptly respond to all concerns raised under this Policy and Procedure. There will be no repercussions where concerns are reported in good faith, are believed to be true at the time and are not made for personal gain, but will not be taken further by the University or external authorities, unless found to be vexatious.
- 5.7 The University takes victim focused approach to concerns raised.
- 5.8 The University tries to follow the approach of seeking informal resolution before formal action but this may not be possible in all cases.
- 5.9 Confidentiality:**
- 5.9.1 Staff and students are expected to ensure that information relating to safeguarding is passed to the appropriate person within the University, or to the relevant external authority. However, only those who need to know will be informed of an incidence or concern, whether internal or external to the University.
- 5.9.2 Staff dealing with safeguarding concerns should never promise confidentiality as information may need to be shared on a needs to know basis or in line with legal requirements for disclosure.
- 5.9.3 The University may be required to report to external regulatory and professional bodies and reserves the right to breach confidentiality where there is a serious risk, evidence or suspicion of a serious risk of harm to self or others or disclosure is in the public interest.
- 5.9.4 Access, creation and transmission of offensive, obscene or indecent images or data. Staff or students who have allegations made against them that they have been engaging in such activities may find themselves subject to the Student Code of Conduct or Staff Disciplinary Policies unless such actions are part of a properly supervised and lawful research project.

6. Roles and Responsibilities

6.1 *Safeguarding Officers* - offer an initial point of contact, should any student or staff member have safeguarding-related concerns. A list of current Safeguarding Officers can be found at: <http://www.cumbria.ac.uk/safeguarding>

6.1.1 *Lead Safeguarding Officer Strategic*: Role held by the Director of Student & Staff Services Accountable for the University's safeguarding practice whose duties are to:

- Ensure that safeguarding is afforded the utmost priority at the most senior level through their links into the Board, ARC, VCE and SLT etc.
- Ensure a staff and committee structure is in place to fulfil safeguarding responsibilities
- Ensure procedures are in place for managing safeguarding allegations, whistleblowing and safe recruitment practices
- Ensure secure records relating to safeguarding are stored and shared appropriately
- Ensure that monitoring review systems are in place to incorporate new guidance in line with external requirements
- Develop University-wide procedures, practice and guidance for safeguarding in line with best practice and legislative requirements
- Ensure sufficient funding to support safeguarding activities
- To take the Strategic Lead for the PREVENT agenda

6.1.2 *Lead Safeguarding Officer (Operational)* Role held by the Head of Student Support whose Duties are to:

- Oversee a network of Principal Safeguarding Officers
- Oversee the training of the Safeguarding Officers
- Oversee the monitoring review systems
- Act as key point for referrals into the University and to liaise eg with Local Authority Designated Officers, Adult and Children's Service, the Disclosure and Barring Service and PREVENT officers etc.
- Attend and contribute to Initial Strategy Meetings or provide information as required by external statutory bodies
- To have a working knowledge of how safeguarding procedures work at local, regional and national level

6.1.3 *Principal Safeguarding Officers and Designated Safeguarding Officers (DSO's)*: Duties are to:

- Act as a source of support, advice and expertise when staff or students have a concern about possible risk or harm
- Refer cases of suspected abuse or allegations to the Lead Operational Safeguarding Officer (LOSO)
- To liaise with the LOSO regarding on-going investigations

- To liaise with external agencies in the absence of the LOSO
- To refresh training within their departments or services when required
- To support staff training and awareness raising
- To keep detailed, accurate records of any safeguarding matters and to store them securely

6.1.4 Additionally, it is the responsibility of:

- The University Board to ensure satisfactory mechanisms are in place for Safeguarding and ensuring discharge of the Prevent Duty at the University.
- The Safeguarding and Prevent Management Group to:
- Approve the Safeguarding Policy and Procedure and receive an annual report.
- Oversee the development, implementation and monitoring of a Safeguarding Action Plan to ensure compliance with statutory obligations and good practice
- Monitor risk and mitigating actions in relation to safeguarding.

All Managers and Academic Leads:

- To support the dissemination of information about the Safeguarding Policy and its implementation.
- All Staff members to be aware of the Policy and engage in staff development opportunities as required.

7. **Equality, Diversity and Inclusion and Equality Assessment Statements**

7.1 The Equality Act 2010 covers the “protected characteristics” of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation. The University has developed a Single Equality Scheme and Equality Objectives to implement the Equality Act within the University practices and procedures.

7.2 Within the Equality Act it remains permissible to treat a disabled person more favourably than a non-disabled person. It remains lawful to make reasonable adjustments in relation to employment, education and services to ensure that there is true equality of opportunity for disabled people.

7.3 This policy and its implementation will be monitored, as appropriate, in line with relevant legislation for its impact on different equality groups. This process will provide a check on whether there are any differences and allow the University to assess whether these differences have an adverse impact on any particular group such that appropriate action is taken.

8. Records Management Statement

- 8.1 The formal casework log associated with this policy are controlled by Library and Student Services and will be created, stored and disposed of in line with the University's Records Management guidelines and procedures.
- 8.2 The University is committed to complying with the requirements of GDPR legislation and regulations and any personal data created as part of this policy will be processed in accordance with the University's procedures. This includes ensuring that data is held securely, is not disclosed unlawfully and is destroyed when no longer needed.
- 8.3 The University also aims to ensure that users of this policy are aware of Data Protection, Freedom of Information and Records Management issues associated with this policy.

9. Risk Management Statement

- 9.1 Failure to comply with this policy could lead to serious harm to others, non-compliance with our legislative requirements, reputational damage etc.
- 9.2 This policy mitigates risks in the University's Risk Register.

10. Monitoring, implementation, training

- 10.1 At each meeting of the Safeguarding/Prevent Management Group, the Policy is reviewed, monitored and updated by means of the ongoing Action Plan. Any amendments recommended are reported to the UEG.
- 10.2 The Policy and accompanying Safeguarding Procedure documents are formally reviewed annually by the Safeguarding/Prevent Management Group and significant proposed changes are presented to Academic Board for approval. The documents are additionally subject to wider, formal review triennially, or sooner, where circumstances require, or where new legislation, regulations or codes of practice are introduced.
- 10.3 An Annual Report on the activity derived from the Policy and Procedure for Safeguarding children and working with vulnerable groups is presented to the Safeguarding/Prevent Management Group for approval before executive summaries are presented to Academic Board and the Board of Directors.
- 10.3 Safeguarding Officers will receive training and DSB clearance prior to commencing their roles as appropriate. Training is updated in accordance with changes in legislation and in line with external requirements.
- 10.4 All newly appointed staff of the University will receive a Safeguarding briefing as part of their induction which will be updated as amendments are made to policy, procedure and/or practice.

- 10.5 Staff holding specific roles will be required, as per the Safeguarding Training Plan held by Human Resources, to undertake the online safeguarding module as part of their induction and on a three yearly refresher basis.

Chapter Two: Safeguarding Children and Vulnerable Groups: Procedure

Please note: This is NOT the protocol which outlines how to deal with an emergency situation or where a student is eg declaring they are suicidal. If there is an emergency you should deal with it as such eg call the emergency services, then seek assistance and report as per the advice at:

<https://web.powerapps.com/webplayer/app?hidenavbar=true&appId=%2fproviders%2fMicrosoft.PowerApps%2fapps%2f14b7e534-93c7-45dd-8204-bd568013b800>

If the situation is less serious then please refer to: Ten Top Tips for Dealing with Distressed students available at:

<https://unicumbriac.sharepoint.com/sites/CL/CorporateLibrary/Ten%20Top%20Tips%20Distressed%20Students.pdf#search=distressed>

1. Introduction

- 1.1 The formal reporting requirements concerning children and young people (outlined in “Working Together to Safeguard Children (2018) are different to those required for vulnerable groups as outlined in the Safeguarding Vulnerable Groups (2006) Act, amended by the Protection of Freedoms Act 2012. (However, the University’s initial approach in providing, where reasonable, a safe and healthy environment and in responding to a disclosure or concern is the same for any vulnerable person as defined in the Safeguarding Policy (Chapter One of this document.)
- 1.2 For the purpose of this Procedure, the term ‘child or young person’ (hereafter referred to as ‘child’), applies to a person less than 18 years of age. The term ‘vulnerable adult’ applies to any adult to whom an activity which is regulated relating to vulnerable adults as defined in the Protection of Freedoms Act 2012 and in Section 4 above. The Procedure informs users what to do and what steps may subsequently be taken if a staff member or student is concerned that a member of a vulnerable group may be being harmed, if a disclosure is made by an individual, or if a staff member or student is the subject of a complaint.
- 1.3 This Procedure enables the Lead Operational Safeguarding Officer to determine whether a complaint/allegation should be referred to the appropriate external agencies such as Children’s Services (children or young people), Adult Services (vulnerable adults) or the Police or whether it should be dealt with within the University’s own policies and procedures.
- a. Specific guidance is in place outlining the steps to be taken by Safeguarding Officers in the event that further action is required under this Procedure (Section 9 below).

- b. Not all concerns will be investigated internally by the University; where there are concerns regarding possible significant harm (see Chapter One, 4.13 and Descriptions of Abuse and Neglect, Section 11 below) referral may automatically be made to external agencies such as those noted in 1.4 above. In most instances, the person forwarding a concern is unlikely to be informed of any outcomes.

2 **Examples of when a concern re: significant harm may arise.**

2.1 It is important to note that whilst the following characteristics may be evident (2.2 below), it does not prove that a child or vulnerable adult is being harmed or abused, nor does the absence of these examples mean that there is no cause for concern. You can consult a Safeguarding Officer for advice and guidance as to the seriousness of your concerns.

2.2 Examples of when concerns may arise include:

- Abuse or harm is disclosed by any individual: a child, vulnerable adult, student, staff member, or other person.
- There are observable changes in the behaviour of an individual that may be related to abuse.
- The behaviour of an adult towards a child or vulnerable person causes concern or there is a concern that an adult is harming a child or vulnerable person.
- Awareness that someone is/has looked at/searched for child pornography and/or literature.
- Concerns that an individual may be subject to radicalization or be engaging in extremist activities (Please note these may not be solely related to terrorism)

3 **If you are approached by a child, young person or vulnerable adult, with a disclosure that s/he is being, or has been harmed or abused, or you are informed of such a disclosure by a staff member, student or member of the public, remember the “4 R’s”:**

RECEIVE

REASSURE

RESPOND

RECORD

Do:

- Stay calm.
- Provide a listening ear and an open mind.
- Be reassuring, particularly that the individual is doing the right thing by telling you.
- Record the information you are provided and report as quickly as possible to the Lead Operational Safeguarding Officer (www.cumbria.ac.uk/safeguarding). This information may need to be passed to the person responsible for taking further steps and should include a record of the time, date and persons present.

Don't:

- Promise to keep the information secret. Make it clear that you have a duty to refer the matter on.
- Stop the individual who is freely recalling significant events.
- Make the individual tell anyone else. S/he may have to be formally interviewed later and it is important to minimise the number of times information is repeated.
- Make any suggestions to the individual about how the incident may have happened.
- Question the individual, except to clarify what they are saying.
- Discuss the information with anyone other than a Safeguarding Officer or an appropriate external agency.

4 If you are concerned that a child, young person or vulnerable adult is, or may be subject to, abuse or harm:

- Refer to the definitions and examples of harm and abuse in Appendix 1.
- Carefully make a written, dated note of observations.
- Inform the Lead Operational Safeguarding Officer as soon as possible, who will, within the appropriate timeframe, either make enquiries without raising the question of abuse and evaluate the matter, and/or make a referral to the appropriate external authority or internal mechanisms as applicable.

5 The following outlines the steps you should take if you are concerned that the behaviour of a member of staff, student or other person connected with the University, is threatening, or potentially threatening, the well-being of a child, young person or vulnerable person.

5.2 If you are concerned that a member of staff of the University is harming or abusing a child or vulnerable adult, you must report your concerns immediately to the Lead Operational Safeguarding Officer. Where it is appropriate to do so, relevant Human Resources Service procedures may be initiated and/or a referral made to an external agency.

5.3 If you are concerned that a student of the University is harming or abusing a child or vulnerable adult, you must report your concerns immediately to a Safeguarding Officer who will consult with the Lead Operational Safeguarding Officer. Where it is appropriate to do so, an external referral may be made to the relevant agency. Alternately, it may be determined that the Student Code of Conduct and Disciplinary Procedure is initiated.

5.4 If you are concerned that an agent of the University, such as an external contractor, is harming or abusing a child or vulnerable adult, you may report your concerns to the Lead Safeguarding Officer.

5.5 If you suspect any other person not related to the University is harming or

abusing a child or vulnerable adult, you may contact a Safeguarding Officer. However, you can contact the Police, Children's Services or Social Services as relevant to the age of the individual considered at risk.

In all situations, you may be asked to provide an outline of your concerns in writing. If the matter is referred to the Children's Service, Social Services or the Police, you may be asked to provide a formal statement of your concerns for subsequent external investigations.

NB: In any circumstances, if you have concerns but are unable to contact a Safeguarding Officer, do not hesitate to contact the Police, Children's Services or Social Services. These external agencies will be in a position to determine an appropriate course of action.

5.6 If you are the subject of a complaint or allegation that you harmed a child or vulnerable adult:

5.6.1 Staff and students may be suspended, without prejudice, pending the outcome of any investigations. The decision whether to suspend the staff member or student is not automatic and rests with the Lead Strategic Safeguarding Officer (staff) or Lead Operational Safeguarding Officer (student) or designees. Reports from Human Resources, the relevant Safeguarding Officer and/or the Director of Student & Staff Services, or designee may be taken into consideration.

5.6.2 You will be informed of the allegation and the procedures to be applied to investigate, either internally, in accordance with the Staff Disciplinary Policy (staff), Student Code of Conduct (students), or externally via the Police, Social Services or the relevant Children's or Adult Services.

5.6.3 You will be entitled to seek information regarding appropriate support mechanisms available to you.

5.7 If you are approached by an external agency in relation to an investigation involving a staff member or student:

5.7.1 Refer the agency to the Lead Strategic/Operational Safeguarding Officer, who will determine whether the requested information can be disclosed with or without consent.

6 If you are concerned about a student's mental health and wellbeing you should:

- Contact the Emergency Services if required then complete an incident report
- Contact a member of the University's Mental Health and Wellbeing Team at Procedure if you are concerned about a student's mental health and wellbeing
- Ask the student to complete referral if non urgent via need2talk@cumbria.ac.uk

7 Procedure if a student declares a disability including a mental health condition you should ask them to contact disabilityservices@cumbria.ac.uk for support.

8 External Procedure

- 8.1 On receipt of an allegation or concern regarding potential significant harm, the matter should be referred to the Lead Operational Safeguarding Officer, who will liaise with the Children's Service, Social Services and/or the Police for investigation as appropriate. Where concerns relate to a member of staff or student of the University, the relevant internal procedure, as referenced in 5.5 above, may be initiated should there be a requirement to suspend the person concerned, without prejudice, pending the outcome of any external investigations.

9 Internal Procedure

- 9.1 Should it be determined, following initial assessment by the Lead Operational Safeguarding Officer, in consultation with the relevant external agency where appropriate, that there is not significant risk of harm to the young person, the University may initiate the Staff Disciplinary Procedures (staff) or Student Code of Conduct and Disciplinary Procedure (students).

10 Information, advice and guidance for staff or students alleged to have harmed or abused a child or vulnerable adult.

- 10.1 A member of staff or student subject to an allegation is entitled to seek information regarding support, advice and guidance. Further details are outlined in the Staff Disciplinary Procedures and Student Code of Conduct & Disciplinary Procedure.

11 Procedure for Safeguarding Officers

- 11.1 Wherever a staff member or student is concerned that a vulnerable person may be at significant risk or has disclosed that they are being harmed, s/he may contact a Safeguarding Officer (SO) for advice and guidance.
- 11.2 The SO will note the concerns and obtain as much factual information as possible, ie:
- 11.2.1 Name and address/contact details of person raising the concern
 - 11.2.2 Name of person(s) possibly at risk
 - 11.2.3 Age of person(s) possibly at risk
 - 11.2.4 Address/contact information of person(s) possibly at risk
 - 11.2.5 Nature of the concern.
- 11.3 If the SO is the direct recipient of the concerns s/he will apply the 'Do's and Don'ts as set out in Procedure S3.
- 11.4 The SO will refer the concerns to the Lead Operational Safeguarding Officer (LOSO) who will assess whether an external referral to the Police, Social Services or Children's Services needs to take place, or can be addressed via the University's internal procedures. The LOSO may consult with the relevant external agency in order to determine the appropriate steps.
- 11.5 Where a referral is to be made externally, the LOSO will report the matter to the Children's Services or Social Services as appropriate, using the relevant

on-line referral form, and/or to the Police. The external agency will conduct their own investigation with regard to their policies and guidelines. Anonymity may not be maintained on reporting.

- 11.6 Where it is determined that a matter should be addressed through the University's internal procedures, the LOSO will:
- 11.6.1 In the case of an allegation against a staff member, contact the named Human Resources (HR) staff member HR may, where the allegation falls within the scope of the Policy, implement the Staff Disciplinary Procedure. This may include an assessment as to whether suspension of the staff member is required, without prejudice, pending the outcome of the investigation.
- 11.6.2 In the case of an allegation against a student of the University, Student Procedures should be contacted. They will, where the allegation falls within the scope of the Policy, implement the Student Code of Conduct and Disciplinary Procedure, via the appropriate Academic Department or Service Disciplinary Officer. This may include an assessment as to whether suspension of the student is required, without prejudice, pending the outcome of the investigation.
- 12 External Agency approaches**
- 12.1 Any individual within the University (for example the person raising the concern or the person who is the subject of a complaint), could be approached by an external agency in the course of their enquiries. It is expected that the individual approached should comply with a request for information or to participate in meetings convened to investigate allegations.
- 12.2 Children's Services, Adult Services or the Police may not inform the University if a member of staff/student is subject to legal procedures. If the University is informed, appropriate action may be taken by the institution, pending outcomes (eg consideration to suspend for example). The Lead Safeguarding Officer or a Principal Safeguarding Officer must be informed immediately if this information is received by other personnel within the University.

Contact Details

For further information regarding any of the issues covered by this policy, procedure and protocols please contact: Honor Rhodes

Post: Head of Student Support Services and Lead Safeguarding Officer Operational

Directorate of Student & Staff Services Address:

Bowerham Road Lancaster LA1 3JD Tel:01524

590811 or 07980731954

Fax: n/a

E-mail:Honor.Rhodes@cumbria.ac.uk