



Policy and Procedure for

Safeguarding: children and working with vulnerable groups

Annual Report 2012/2013

**Library and Student Services
November 2013**

1. Introduction to the Annual Report

- 1.1 The University undertakes an annual process of monitoring and reporting in relation to its policy and procedure for Safeguarding: children and working with vulnerable groups.
- 1.2 To ensure safeguarding commitments are fulfilled each year, a Safeguarding Steering Group is in place which identifies priority actions, facilitates good practice and ensures that relevant legislation is incorporated into everyday practice.
- 1.3 The Board and Senior Management of the University receive summary reports on safeguarding.

2. Annual Review of Policy and Procedure.

- 2.1 The annual review and monitoring of the Safeguarding Policy took place at the November 2012 meeting of the Safeguarding Steering Group. The Policy will be presented for its next Annual Review in November 2013 following review between June 2013 and August 2013.
- 2.2 The University's academic portfolio continues to offer an extensive range of professional and vocational programmes requiring both staff and students having considerable contact with vulnerable groups, from pre-school training and service provision, to adult health care provision.
- 2.3 The University also has students that it considers to be vulnerable and those who become vulnerable and it is important to ensure the policies and procedures exist alongside relevant support mechanisms with referral routes to external agencies as required to aid student retention and to manage risk.

3. The Safeguarding Action Plan summary of progress against 2012-13 priorities

- 3.1 A number of actions were noted in the previous Annual Report for 2010-11 for completion during 2012-13 and these were facilitated by the Safeguarding Steering Group. There remains a significant need to apply a comprehensive and effective Safeguarding Policy and Procedure for the University. The Action Plan has been updated and the work of the Steering Group during 2013-14 included:
 - i. Formal annual review of the policy and procedure took place at the November 2012 Steering Group. Some amendments to the policy and procedure were made to reflect changes to DSB, terminology etc.
 - ii. An Annual Report was produced and reports and/or Executive Summaries were submitted to Academic Board (7 December 2012) and the Board of Directors (13 January 2013)

- iii. The Single Central Register, maintained by Human Resources, was regularly updated as new staff requiring Vetting and Barring checks and additional safeguarding training/ awareness-raising joined the University. This register covers staff working at Brampton, Newton Rigg and Furness and is key to ensuring the University supports those delivering FE where we also operate. Human Resources (HR) are charged with ensuring the Single Central Register is accurate and the HR representative on the Safeguarding Steering group is expected to report on changes at the meetings. AQD staff are expected to report on safeguarding training via the Safeguarding Steering Group.
 - iv. Protocols for working together with Furness College on safeguarding matters were agreed via the Operating Procedure in October 2012.
 - v. Protocols for working with Newton Rigg College were ratified by the Campus Management Team in February 2012.
 - vi. Protocols for working with Carlisle College remained in place during 2012-13.
- 3.2 The Lead Safeguarding Officer Operational and Strategic will continue to oversee the Action Plan supporting and encouraging Safeguarding Steering Group members whose role it is to represent their faculty and service areas and to take safeguarding matters into their own areas and to feedback safeguarding issues and responses to the Steering Group.

4. Training and awareness-raising

- 4.1 Further embedding of safeguarding awareness-raising into the Staff Development programme at induction has taken place throughout the year as necessary and an electronic briefing document is used to ensure staff have basic Safeguarding awareness. All new staff are provided with this briefing. 70 staff attended new staff inductions during 2012-13.
- 4.2 AQD maintains a record of all staff induction and safeguarding training identified on the Single Central Register, but further work to capture centralised recording of training eg for student ambassadors and any other identified local training remains is not yet complete and remains a target for 2013-14. This will have a deadline identified in the 2013- 14 Safeguarding Action Plan.
- 4.3 In addition to new staff induction, in respect of the Single Central Register 2012-13:
 - 5 staff have been re-trained in Safeguarding and 3 new staff have received Safeguarding Training
 - 5 received higher level awareness training
 - The training of hourly paid lecturers has largely been addressed

- 4.4 Work has been taking place led by AQD to identify a suitable online training programme covering children and vulnerable adults. A paper outlining a proposed package was presented to the June 2013 Safeguarding Steering Group. This is part of a wider online package of training and the online training in respect of vulnerable adults is now available online.
- 4.5 The Principal Safeguarding Officer for the former Education Faculty has forwarded information about an online training package entitled "Keeping Children Safe Online" available from COEP (The Child Exploitation Online Protection Agency) to the Dean of the new faculty of Education, Arts and Business for consideration for use within the Faculty.
- 4.6.1 Within the Faculty of Education, Art and Business, for Education during 2012 a detailed audit of the coverage of safeguarding/child protection across the programmes was conducted by the Principal Safeguarding Officer working with programme leaders and the report was shared with the LOSO and OFSTED in November 2012.
- 4.6.2 The result of the audit was that:
- Key personnel were identified in each programme some of whom might usefully be approached to become Designated Safeguarding Officers
 - Some of the key training needs within and beyond programmes were identified (enhancements to current embedded provision welcomed; tutors welcoming of further training and updating)
 - Pedagogical discussions were held about possible approaches and the establishment of key people to become potentially part of a group to write materials and discuss approaches was undertaken. However, to date, materials have been supplied to programmes along with pedagogical approaches by the PSO.
 - Increased incorporation of CEOP certificated training with trainees noted (in PG Primary and 4 year QTS UG)
 - Strongly expressed desire for training for many staff and all students (teachers and TAs) to NSPCC Level 1 with certification to increase confidence, demonstrate commitment to and acknowledge importance of safeguarding – however this has budget implications which have not yet been resolved and transition within the Faculty has meant that this still needs to be moved forwards
 - Significant progress in confidence of programme surveys that they are covering safeguarding more holistically
 - Consideration of value of discrete as well as embedded coverage, perhaps through a 'long thin' module with terminal certification from the university
- 4.6.3 Within the 4yr QTS programme, a rolling programme means that major input about safeguarding is now in place in Year 2 (with discrete teaching). All Year 2 students now have 2 hours on safeguarding and 4 hours' CEOP ThinkUKnow certificated training and become ThinkUKnow trainers. This is preceded by 2 hours in Year One as part of their introductory module. Final Year students (Yr 4) are receiving a 2 hour input of detailed information with strong supporting materials and references before their

final block placement. All students are reminded of key points in each year before commencing placement.

Additionally, PG students on the Distributed Learning pathway have this year been given safeguarding training by the PSO (2 hours each).

4.6.4 During 2012-13 approximately 300 Initial Teacher Training students received training on safeguarding.

4.7.1 Within Health and Science all professional courses have to adhere to the specific professional body regulations which include learning about the Safeguarding regulations that are relevant to their role. This requirement is reflected in modules and assessments that are concerned with the topic across a range of courses run by the Faculty. In addition most courses have mechanisms for learning and exploring the principles of working with other agencies to comply with the principles and practice instructions outlined in Working Together 2013. Other courses all look at the topic in various modules to ensure that anyone who is going to work with children/young people is aware of their role in terms of Child Protection.

4.7.2 Most induction programmes introduce the issue of the misuse of social media through the understanding of the Student Code of Conduct and expectations that the University has about appropriate behaviour. Part of the sessions that are run look at the issue of being a role model as a student and in the future and we make clear the issues around the misuse of social media and the actions that the University can and will take in various situations.

4.7.3 In addition there will be an audit of the Faculty take up of the Safeguarding Training that is available for staff and following this we will devise a strategy for making sure that the Faculty is up to date with training and that we have staff who are aware of what to do if an issue that has to be dealt with under the University safeguarding regulations arose.

4.7.4 Residential coordinator training, held annually and delivered by Facilities Management, includes safeguarding and residential students receive information on safeguarding as part of their induction sessions.

5. Summary of safeguarding incidents August 1 2012 to July 31 2013

5.1 A number of matters were logged within the University's broader definitions of safeguarding, (which go beyond the legislative definitions) during 2012-13. These are summarised below and identify key themes emerging and comparing with 2011-12 and 2010-11. Some new categories have been added to develop the reporting so no statistics show for previous years.

Total SG incidents logged by Lead SGO	2012-13	2011-12	2010-11	Comment/explanation

Operational				
	47	26	19	
FE incidents	1	1	7	Please note although we no longer provide FE directly this column now relates to eg where through our agreed reporting mechanisms with our FE partners, the University have staff or students reporting or involved in incidents with Under 18s. These are referred into the FE partner for follow up as per our agreed protocols.
HE incidents	42	25	12	The trend shows an increase but is perhaps due to both our WP agenda and increased staff awareness of SG issues
Incidents relating to former students or members of the public	5			The University has been contacted to provide information on former students by a range of agencies or reports have been made by students about non students
Human Resources Incidents	3			Some incidents are under investigation and may or may not be reportable

Further analysis of the 42 HE cases (multiple categories may apply to one case log)	2012-13	2011-12	
Referral into UOC from external agencies	5	3	Agencies include Local Authority Designated Officers and Children's Services with Police and MH Crisis team input
Cases requiring external liaison by Lead SGO Operational /or Faculty Staff	5	6	Agencies include Schools Safeguarding Officers, Adult Services, Children's Services, DBS
Intervention by Crisis or	9	10	Some students are under the on- going

Early Intervention in Psychosis teams (Mental Health) or hospitalisation			care of external teams and some became ill for the first time
Incidents involving risk to self	15	7	There have been incidents ranging from cutting to serious overdose and suicide attempts
Incidents involving risk to self and/or others	9	8	There have been increased incidences this year of concern of risk to others including allegations of inappropriate behaviour towards under 18s or vulnerable adults
Cases on-going from previous year	3	5	This reflects a number of students who require regular on-going interventions and support and who are frequently referred to OH. These students are successfully being retained.
Bullying and harassment cases including cyber-bullying	12	(not kept previously)	Emerging issues around bullying in private accommodation as well as in halls In response SU run campaigns alerting students to the dangers of cyber-bullying and the social media policy is highlighted at student induction Help is at Hand sessions. The University has a no tolerance approach to bullying and harassment and information is available on our website. Various University policies and procedures can be used to address allegations of bullying. These include the Student Code of Conduct, the Student Complaint Policy and Procedure and the Staff Disciplinary Policy.
Active reporting of safeguarding concerns by students about other students or external situations	5	Not kept previously	It is encouraging to see that students take their professional and personal obligations seriously in reporting potentially inappropriate behaviour

5.2 As can be seen from the statistics, there remains a clear need to maintain oversight of Safeguarding at an appropriate level within the University, given our widening participation commitment and the nature of our courses. Our robust approach to safeguarding reflects our commitment to the WP agenda, our support for students and their retention and achievement and our desire to assist them in their transition into Higher Education and their journey through it.

5.3 Referrals in from external agencies have increased. Incidents involving risk of harm to self have doubled and those involving risk to others have also increased.

- 5.4 The statistics may also reflect better reporting and an increased awareness of safeguarding issues and of the support available in Faculty and from the Professional Services.
- 5.5 Although the number of incidents may appear small compared to the overall student population, the complexity and the impact is considerable often involving rapid response for risk management by a range of individuals in Faculties and Professional Services and other agencies such as external professional bodies and organisations such as schools and hospitals especially where there is a fitness to practice issue or the student is or is due to be on placement.
- 5.6 Benchmarking data against other Universities remains difficult. Attempts have been made by the Lead Safeguarding Officer Operational but data is not readily available.
- 5.7 Human Resources incidences involving safeguarding during 2012-13 will be included in the final report.

6. Ofsted

- 6.1 The University's ITT provision was inspected during 2012-13 as was the Graduate Teacher Programme in London. The Lead Safeguarding Officer (Operational) provided briefing statements to inform the Inspectorate of the University's approach to safeguarding including case studies.
- 6.2 In March 2013 Askham Bryan College was subject to a Quality Care Inspection and briefing material on the University's approach to Safeguarding was provided.

7. Other developments to note during 2012-13

- 7.1 The Safeguarding Steering Group members continued the practice seen in services and faculties in taking the lead in safeguarding activities in their respective areas. Members reported to the Group on a regular basis and updated their own area(s) of the Action Plan on shared drive. The Faculty of Education presented a Faculty Action plan including
- 7.2 Social Media policies were introduced for Staff and for Students to raise awareness of appropriate use of such media and to raise awareness of the potential implications of its mis-use.
- 7.3 A review of the requirements for OFSTED registration in respect of the Sports Centre Summer Activities Scheme has taken place. It has been decided to cease to offer activities for the younger children but safeguarding mechanisms are in place and can be found at: Z:\Staff and Student Policies\Safeguarding\Steering Group\SSG 2013 Nov meeting
- 7.4 A protocol for safeguarding in relation to Pupils on Campus and Student Ambassadors was presented to the Steering Group in November 2012.

- 7.5 Outdoor Studies Developed Safeguarding Protocols and Guidance for Safeguarding whilst hosting residential.
- 7.6 The Contractors' Policy was revised and includes a section on Safeguarding available at:
<http://www.cumbria.ac.uk/Public/FM/Documents/OHSS/PoliciesContractorManagement.pdf>
- 7.7 Information on Safeguarding has been included in the School Direct handbook for school based staff.

8 Completed Actions from 2012-13 Action Plan

- Policies and procedures were formally reviewed at the November 2012 and a draft policy for 2013-14 was presented at the June 20-13 Meeting. Reporting mechanisms are in place.
- Incident tracking and monitoring is ongoing – SGOs are reminded to ensure information is fed back to the Lead SGO Operational
- SG Reports were submitted to Academic Board and the Board of Directors
- Single Central Register is being maintained with enhanced DBS for identified staff and training logs, safer recruitment good practice needs to be embedded
- Wider training is on-going supported by an electronic briefing document for all new staff and a training pack for new Directors
- The safeguarding protocol for Furness College was agreed and included in the Standard Operating Procedure between UoC and Furness in October 2012.

9 Priorities for 2013-14 to be monitored via the Action Plan by the SSG

- 9.1 There remains a need to apply a comprehensive and effective Safeguarding Policy and Procedure for the University. The Action Plan has been updated and the work of the Steering Group will include:
- Major revision of the Safeguarding Policy and Procedures to capture both statutory requirements and to demonstrate the increasing ways safeguarding is operationalized via local protocols and procedures and statements of intent
 - New SGOs to be nominated if required by the Education, Arts and Business Faculty pending changes the Faculty Structure and to London and as Ambleside and Newton Rigg changes occur. Ditto for the Faculty of Health and Science.
 - Reference to specific groups to be introduced to Action Plan for monitoring eg due to increased focus on UOC approach to working with and supporting care leavers who fall into SG between ages 14 and 25 (policy amendments may be required)
 - Centralisation of recording of all safeguarding training needs to be scoped to include not just new staff induction and work relating to the Single Central Register but also other groups such as Student Ambassadors, Staff leading Sports Centre Play-schemes and local requirements such as contracted out services

- Work to ensure reporting procedures are consistent across all areas is required with AQS, Lead SGO Operational, SaMIS and Faculties
- Monitoring of further changes to DBS and impact needs to take place during 2013-14 with reports back to SSG from Faculty and Service Leads
- Development of material related to the PREVENT terrorism agenda
- Development of guidance on Forced Marriage

9.2 The Lead Safeguarding Officer Operational and Strategic will continue to oversee the Action Plan supporting and encouraging Safeguarding Steering Group members whose role it is to represent their faculty and service areas and to take safeguarding matters into their own areas and to feedback safeguarding issues and responses to the Steering Group.

Honor Rhodes, Lead Strategic Safeguarding Officer and Head of Learning Services, LISS
November 2013