University of Cumbria

Policy and Procedure for

Safeguarding: children and working with vulnerable groups

Annual Report 2013-2014

Library and Student Services September 2014

Final Safeguarding Annual Report 2013-14

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 and have access to the full reports.

2. **Annual Review of Policy and Procedure**

2.1   The annual review and monitoring of the Safeguarding Policy took place at the November 2013 meeting of the Safeguarding Steering Group. The previously separate Policy and Procedures underwent full revision. As a result one document was created featuring three chapters. These cover:
1) The Policy, 2) The Procedures and 3) evidence of other university documentation that demonstrates how safeguarding is embedded across the institution. Chapters 1 and 2 are made available on the website and the full version is available on Staffnet as Chapter 3 is for internal use only.

2.2   Changes were made to reflect legislative changes and the Policy and Procedures document Chapters 1 and 2 is publically available via the University website with the full version including Chapter 3 for internal reference only available via Staffnet.

2.3   The Policy and Procedures document will be presented for its next formal Annual Review in November 2014. A draft of the Policy and Procedure was taken to the May Safeguarding Steering Group to consider additions and note developments of new protocols since November 2014.

2.4   The University's academic portfolio continues to offer an extensive range of professional and vocational programmes from pre- school training and service provision, to adult health care provision and sports coaching.   Where these programmes involve arranging for students to undertake placements involving regulated activity the University is classed as "personnel supplier" by the Disclosure and Barring Service. (DBS) This places certain duties on the University to ensure that for students and staff we make safe recruitment/admissions decisions and prevent unsuitable people from working with vulnerable groups including children. The University is also required to ensure appropriate referrals are made to the DBS. The processes by which the University shows it meets this duty are evidenced by the Policies and Procedures document.

2.5   The University takes a wider view of safeguarding beyond its statutory duties in that it 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 2013- 14 priorities**

3.1   A number of actions were noted in the previous Annual Report for 2012-13 for completion during 2013-14 and these were facilitated by the Safeguarding Steering Group. There remains a significant need to continue 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.   Major review of the policy and procedure as outlined in 2.1 above

   ii.   Formal annual review of the policy and procedure which took place at the November 2013 Safeguarding Steering Group.

   iii. The production of an Annual Report from which reports and/or Executive Summaries were submitted to Academic Board (11 December 2013) and the Board of Directors (6 March 2014). The Lead Safeguarding Officer Operational answered specific safeguarding questions raised by the Board prior to the Board presentation in March 2014.

   iv.   The Single Central Register, maintained by Human Resources, was updated as new staff requiring Vetting and Barring checks and additional safeguarding training/ awareness-raising joined the University. This register covered staff working at Brampton, Newton Rigg and Furness and was key to ensuring the University supports those delivering FE where we also operate.

   v.   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.

   vi.   During 2013-14 as a result of changes within Human Resources, it has become apparent that the Single Central Register needs to be reconsidered in light of changes to current DBS regulations and who is able to be asked to undertake DBS clearance. Work is ongoing and the Action Plan has been amended to capture this.

   vii. Protocols for working with our FE partners at Askham Bryan College at Newton Rigg, Carlisle College at Brampton Road and Furness College at Furness remained in place during 2013-14.

   viii. Procotols for Askham Bryan College and Carlisle College were in place for 2013-14 but will no longer be required from September 2014.

   ix.   The Protocol for Furness may need to be reviewed in light of v.) above and a protocol for Energus needs to be written.

3.2   The Lead Safeguarding Officer Operational and Strategic will continue to oversee the Action Plan supporting and encouraging Safeguarding Steering Group members.

3.3   It is the role of all Safeguarding Steering Group members to represent their faculty and service areas, to take safeguarding matters into their own areas and to feedback safeguarding issues and responses to the Steering Group

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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 and 136 were inducted into the University in 2013-14.

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.

4.3   A proposal outlining levels of training for safeguarding was presented to May 2014 Safeguarding Steering Group. The proposed Safeguarding Training Plan was accepted and additional key staff in front line roles were identified and have been added to the plan. This should ensure more focused centralized tracking can take place.

4.4   Work was undertaken during 2013-14, 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, and agreed and a package was subsequently purchased. This is part of a wider online package of training available to staff via AQD.

4.5   The new Faculty structure was implemented in 2013-14. Reports on safeguarding activities in both faculties are presented below and were prepared by the respective Principal Safeguarding Officers in each Faculty.

5. **Faculty of Education, Arts and Business Report**

5.1   **Training and Awareness Raising**: The PSO has outlined that the Institute of Education has a three-tier responsibility with respect to safeguarding:
    i)   Safeguarding our own students
    ii)   Training our teachers and teaching assistants-in-training about safeguarding
    iii) Supporting staff and students as they safeguard others

5.2   The PSO has outlined that within the Arts and Business areas of the Faculty, this responsibility is different.

5.3   The PSO has identified existing needs and responses within the Institute of Education:

    i)   The PSO has provided direct teaching to students within the EY, QTS4UG and PGDL pathways with offers of sharing materials and participation of tutors from EY and QTS4UG pathways to enable them to pick up this element of training.
    ii)   Materials have been supplied by the PSO to programmes (eg PGCE) along with advice on pedagogical approaches.
    iii) There has been increased incorporation of CEOP certified training with trainees on the 4 year QTS UG. All Year 2 – 4 students have had the opportunity of CEOP training with it compulsory for Years 2 and 3 and for all subsequent Year 2 students.
    iv)   Training has been offered to all DL pathway students as an evening 4 hour session open to those who wished to attend.

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v) Training was run for the student-led CPD group in Semester 1.

vi) Students on the Q3 programme currently have in-programme provision and coverage

vii) The PSO has noted an expressed desire for training with certification (for tutors and for students) to increase confidence, demonstrate commitment to and acknowledge the importance of safeguarding.

viii) Students on the Q4 programme will be offered a certificate of attendance for Safeguarding training as well as the CEOP ThinkUKnow training from 2014/5 with intention to disseminate the practice more widely.

ix) Current provision for ITT students is embedded within the programmes according to the audits of 2012/3. However, anecdotal and survey evidence suggests that this is not remembered distinctly by students as having been as much preparation as they would like.

x) Student evaluations of Year 4 and Year 2 provision in QTS4 UG provision suggests a high level of student satisfaction with the coverage and depth of the training provided. This addresses issues identified previously in the NSS and other post-training surveys.

5.4 Internet Safety Issues: The PSO identified the following:

i) The need for e-safety training for students is two-fold: their own safety and that of those in their care. Early in the course, programmes report that they are informing their students about the importance of professional behaviour using social media.

ii) In 2011/2, the Faculty trialed CEOP ThinkUKnow training with groups of PGCE Primary and UG Primary students at Lancaster following the training of a number of CEOP Ambassadors on the tutor teams within the Faculty. Evaluations were 100% '*good or very good*' and this is deemed a useful enhancement to the course by and for students.

iii) Rolling out of CEOP training to all primary PGCE students at Lancaster (pilot) and all second year UG Primary students (4 year programme) took place in 2012/3. This did not extend to 2013/4 due to personnel changes.

iv) The student-led CPD group requested and received CEOP training with a further 30 students being certificated as trainers for work in schools 2013 – 14

v) In 2013-14 the whole cohort (63) of Year 2 UG 4yr trainees have been CEOP trained (*and* safeguarding trained with 100% participation

vi) 15 PG (DL) students undertook CEOP training (February 2014)

vii) All Year 4 students not already CEOP trained, were provided with the opportunity during conference week (May 2014). A number have already completed due to early piloting and CPD group activity. A further 35 were trained.

5.5 The PSO identified good practice within the Faculty but there are a number of areas for further development which will be taken forward via the safeguarding action plan.

5.6 The PSO for the Faculty of Education, Arts and Business has a role in both casework and delivering some training across the Institute of Education.

6   Faculty of Health and Science Report

6.1 The Faculty of Health and Science runs courses in a variety of subject areas including nursing, health visiting and midwifery, social work, allied health professions, radiography, sports and outdoor studies, psychology and health and social care**.**

6.2 The key feature of the majority of courses is that students learn both theory and skills which means that they have opportunities to learn in the workplace. This in turn means that the Universities

responsibilities in terms of safeguarding relates to both the students as a worker with access to children and vulnerable people and the student as a learner where their studying could be affected.

6.3   The Safeguarding Children and Working with Vulnerable Groups Policy is a key working practice to the staff and students in the Faculty and it is a subject that is taught on many of the courses listed above.

6.4   All students who are going into the workplace have to have an extended DBS check to ensure the safety of children and vulnerable people who students in the Faculty will come into contact with.

6.5   2013-14 has been categorised by an increase in referrals made to the Principal Safeguarding Officer (PSO) concerning individuals who had increased vulnerability because of specific circumstances or issues. These incidents are usually referred on the Lead Operational Safeguarding Officer with support where required from the PSO and other faculty staff as required.

6.6   It is reassuring to note that the PSO believes staff in the Faculty are aware of the Safeguarding Children and Working with Vulnerable Adults policy and that it is being used appropriately.

6.7   A separate policy concerning students on NMC courses has been written and approved which details actions that should be taken where students under the age of 18 are on placement. This development came out of the specific issue that because of the admission process in a small number of cases students under 18 can be registered at the University and if they are on NMC courses they are required to go on placement early in the course when they are still under 18. The policy details addition actions and safeguards that should be taken by staff and the student concerned in these circumstances.

6.8   The PSO concludes that The Safeguarding Children and Working with Vulnerable Adults Policy is being implemented well by the Faculty of Health and Science and most staff are aware of the guidance and who to contact for help.

6.9   The PSO has identified areas for action and development in 2014015 which have been added to the Safeguarding Action Plan.

6.10   The PSO reporting on safeguarding activity in the Faculty of Health and Science has a casework role. Safeguarding training is delivered by programme staff and tailored to the relevant professional areas.

7   The Lead Operational Safeguarding Officer attended the National Safeguarding Conference in October 2013 and provided a report to the November 2013 Safeguarding Steering Group.

8   In support of the PREVENT agenda, two general training sessions were organized in Carlisle in October with an additional session focusing on operation bachelor/graduate agenda.   The Lead Operational Safeguarding Officer attended a subsequent PREVENT regional meeting focusing on The Arab Spring and Syrian Conflict in May 2014.

9   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.

10   **Summary of safeguarding incidents August 1 2013 to 31 July 2014**

   10.1.1 A number of matters were logged related to our statutory Safeguarding duties and within the University's broader definitions of safeguarding, (which go beyond the legislative definitions) during 2013-14. These are summarised in Appendix 1 with explanatory comments.

   10.1.2 Key trends are outlined below and additional categories have been added this year to further develop the reporting. These relate to incidents logged by the Lead Operational Safeguarding Officer. They do not include bereavements or statistics from the Psychological Wellbeing Team.

10.2   The total number of logged incidents at 31 July 2014 was 79, compared to 47 in 2012-13, and increase of 68%.

10.3   The total number of HE related cases has increased by 78.5% from 42 in 2012-13 to 75 in 2013-14. This reflects increased awareness of internal reporting mechanisms and the well-established links between the Lead Operational Safeguarding Officer and external agencies.

10.4   There is possibly a heightened sense of awareness of safeguarding issues generally, and an increased incidence of reporting given the vast media interest in safeguarding matters.

10.5   The Lead Operational Officer continues to work closely with a range of external agencies, receiving referrals and seeking advice on cases as appropriate. The number of cases instigated by outside agencies rose from 5 in 2012-13 to 16 in 2013-14.

10.6   The number of cases where students are known to be in the care of local mental health services has dropped from 9 in 2012-13 to 7 this year. This may reflect the difficulties faced by the NHS in delivering mental health support and the fact that such services have strict boundaries for accepting referrals whereby although the university may have serious concerns, the level of severity is judged not to meet external agency criteria.

10.7   The LiSS Mental Health Manager has a key liaison role with the external mental health teams and in managing student cases which mean mitigates against any risk where there is a delay or gap in NHS provision.

10.8   Incidents involving risk to self, increased by 120% 15 in 2012-13 to 33 in 2013-14. We continue to be aware of students who self-harm in different ways and in differing degrees including serious attempts to take their own life. What we have seen this year is that we are increasingly becoming aware of the risk as they self-disclose how they are feeling via social media or in emails which are picked up by tutors or other students or UCSU. This leads to proactive intervention by the appropriate specialists.

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10.9   Incidents of our students posing a risk to others either in terms of behavior to under 18s or vulnerable adults or in terms of assaults on others in a social setting rose from 9 in 2012-13 to 27 in 2013-14. (200% increase) Many of the latter have involved alcohol and there is a continued need to work with UCSU to ensure regular campaigns are run reminding students to drink sensibly.

10.10   A new category has been introduced this year to record where our students have been the subject of assaults etc. We have 12 logged incidents some of an extremely serious nature. We work closely with UCSU and other agencies including the Police, to ensure students are reminded to take care of themselves and each other in social settings.

10.11   The number of incidents involving cyberbullying and bullying and harassment has fallen from 12 in 2012-13 to 4 in 2013-14. The University introduced a new Student Anti-harassment and Bullying protocol during 2013-14. Students continue to be reminded of the Social Media policy from induction onwards and via training tailored to their course and this perhaps accounts for the decrease.

10.12   Of the 75 HE cases at the end of the academic year 2013-14

- 3 students remained suspended pending the conclusion of external processes
- 1 was de-registered following the conclusion of external processes
- 2 were intercalating pending the outcome of external processes
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The rest remained at the University. Some continue to benefit from support from the appropriate professional services and academic colleagues, some were subject to internal processes such as Student Progress Reviews or the Student Code of Conduct/Fitness to Practise/Fitness to Teach processes.   In the latter case outcomes have included for example, enhanced safeguarding training or deferred placements.

10.13   The number of recorded HE incidents broken down by Faculty for 2013-14 was:

- Faculty of Education, Arts and Business   38
- Faculty of Health and Science   37

10.15 As can been 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.

10.16   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 from other

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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.

10.17   Benchmarking data against other Universities remains difficult. Attempts have been made by the Lead Safeguarding Officer Operational but data is not readily available.

10.18   Human Resources incidences are not able to be reported as they are small in number.

11   Ofsted

11.1   The Lead Operational Safeguarding Officer participated in the exercise with external OFSTED advisers in June 2014.

12   Other developments to note during 2013-14

12.1   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. As protocols are developed they are added to Chapter 3 of the Policies and Procedures document.

12.2
Information on Safeguarding has been included in the School Direct handbook for school based staff and the Lead Operational Safeguarding Officer delivered advice on handling Safeguarding issues to School Direct new and existing partners during 2013-14.

13   Completed Actions from 2013-14 Action Plan to date

- The Safeguarding Children and Working with Vulnerable Groups policy and procedure underwent complete revision and was formally reviewed and signed off by SSG in November 2013. The new policy and procedure include a Chapter designed to capture further policies, procedures and statements that show how safeguarding is embedded and operationalised across the University. Chapters 1 and 2 are available via the website with the full version on Staffnet for internal use.
- A network of Safeguarding Officers is in place as are internal and external reporting mechanisms and details of casework are captured in the Draft Annual Safeguarding Report
- A Safeguarding Officer has been identified for London and once trained details will be updated on the web. We are seeking to confirm SG Officers for Barrow and Energus.
- The Action Plan was amended to name contacts and to identify key groups eg Care Leavers
- An Executive Summary of the SG Annual Report for 2012-13 was presented to Academic Board in December 2013 by the Head of LiSS. This led to further work to clarify CEOPs training in the delivery of ITE.
- An overview of Safeguarding was delivered to the Board of Directors in March 2014 by the LOSO who also responded to questions from interested Directors
- An online SG training package has been purchased by the University and a proposal for priorities for training is being presented to SSG in May 2014. This should begin to centralise tracking of all SG training for staff and eg Student Ambassadors. Training of students contextualised to course is captured in the SG Annual Report.

- The University has devised a protocol to capture how any students who fall under NMC regulations are dealt with on placement if they are under 18 at the time of placement. This was presented to May 2014 SSG

14 Priorities for 2014-15 to be monitored via the Action Plan by the Safeguarding Steering Group

14.1 There remains a need to continue 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:

- Ensuring risk assessment and appropriate protocols are in place for the receipt of international Foundation Course students some of whom are likely to be 17 on arrival
- Ensuring any under 18 students are identified on entry so appropriate risk assessment measures can be put in place
- Revising the Single Central Register protocol and protocols for Furness and devising a protocol for Energus
- Capturing further changes to School Direct handbooks and advice to partners on reviewing their SG policies to include specific reference to SD trainees in relation to SG issues and how they are handled
- Devising a tracking mechanism to support the Safeguarding Training Plan
- Developing Chapter 3 of the SG Policy and Procedure
- Assisting UCSU with a review of their Safeguarding Policy and Procedures
- For the Faculty of Health and Science:
  - Increasing awareness of the Safeguarding policy and procedure via emails to staff and input into Faculty Away Days to increase staff confidence in dealing with safeguarding matters
  - Promoting online training and ensuring all staff who act as mentors to new staff are aware of the training and the importance of this being completed.
  - Focus on ensuring staff understand how to deal with students with mental health issues and what actions they should take
- For the Faculty of Education, Arts and Business
- A programme of staff updating on safeguarding needs to be devised and implemented
- A baseline of safeguarding training needs to be agreed including for School Direct
- Further trained safeguarding officers need to be appointed within the enlarged faculty and across campuses to ensure sufficient capacity to respond to casework and to deliver training
- Coverage of the Arts and Business parts of the new Faculty of EAB in terms of safeguarding needs to be mapped and areas for action identified
- Preparation of Self Evaluation Documentation in relation to Safeguarding as preparation for future OFSTED inspections of ITT provision

14.2 The ongoing business of the Safeguarding Steering Group will be captured via the Annual Reporting mechanisms.

14.3 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 2014

Appendix 1: Summary of safeguarding casework logged with/by Lead Operational Safeguarding Officer 31 July 2014

Total SG incidents logged by Lead SG Officer Operational	2013-14	2012-13	2011-12	2010-11	Comments/explanation
	79	47	26	19	
FE related incidents	1	1	1	7	Although we no longer directly provide FE we have reporting agreements in place with our FE partners. This year's incident involved FE students using HE computers to bypass e-safety restrictions and was escalated to our FE partner for action.
HE related incidents	75	42	25	12	Trend shows an increase but reflects our awareness raising and possibly heightened sense of SG due to press coverage and increased internal awareness of reporting and support mechanisms.
Incidents relating to former students or members of the public	3	5	No data	No Data	The University is at times contacted to provide information on former students by a range of agencies or reports are made by students about non-students.
Human Resources Incidents relating to UoC staff	N/A	N/A	N/A	N/A	Some incidents may not be able to be captured as they are under investigation and may or may not be reportable.

Further analysis of the 75 HE cases (multiple categories may apply to one case log)	2013-14	2012-13	2011-12	Comments/explanation
Referral into UOC from external agencies	16	5	3	Referral agencies include Local Authority Designated Officers, the Police, Children's and Adult Services, placement providers and MH NHS teams and the Disclosure and Barring Service
Cases requiring external liaison by LOSO and/or Faculty staff	14	5	6	Agencies include Local Authority Designated Officers, the Police, Children's and Adult Services, placement providers and MH NHS teams and the Disclosure and Barring Service
Cases requiring intervention by Crisis MH teams, Early	7	9	10	Some students are under the ongoing care of NHS MH teams and some become ill for the first time whilst at UoC and are referral to specialist

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Intervention in Psychosis teams or A and E				teams. Teams often have criteria for access which our students though of concern to us, do not meet. For professional courses Occupational Health referrals are commonly used to assess fitness to practice.
Incidents involved risk to self	33	15	7	We continue to have students who self-harm in different ways from cutting to attempts to take their own life.
Incidents where student has been victim of alleged assault/threat of violence etc	12	Not previously recorded	Not previously recorded	There have been numerous occasions where we have needed to ensure the safety and wellbeing of students who have been subject to assaults or threats of violence this academic year
Incidents involving risk to others	27	9	8	There has been a doubling of incidents to date this year where our students have either allegedly been involved in inappropriate behaviour towards others including towards under 18s and vulnerable adults but also in relation to assault on others eg in a social setting
Bullying and harassment cases including cyberbullying (students as alleged perpetrators or victims)	4	12	Not previously recorded	The University has a no tolerance approach to bullying and harassment. A new Student Anti-harassment and bullying protocol was approved via AB and EDSG during 2013-14. The University and UCSU continue to alert students to the need to be mindful of the social media policy via induction, Help is at Hand material and sessions and in ongoing publicity campaigns. Where appropriate the Student Code of Conduct, Student Complaint Policy and Procedure and Staff Disciplinary Policy are used to address allegations of bullying and harassment.
Active reporting of/seeking advice in relation to safeguarding concerns by students/public about other parties (students or external)	6	5	Not previously recorded	It is encouraging that students seek advice in relation to situations they believe may be inappropriate in relation to safeguarding or seek advice for themselves eg to ascertain if they might put themselves at risk by engaging in certain situations/activities
Cases on-going from previous year	3	3	5	No students are being carried forward due to external processes eg pending Court outcomes. The statistics reflect students who requiring ongoing regular interventions and support often involving regular OH referrals, Student Progress Reviews including Disability/Mental Health Specialists in LiSS etc.

Outcomes at 31 July 2014

Of the cases above:

- 3 students remained suspended without prejudice pending the outcomes of external processes and will be carried forward into 2014-15

- 2 were intercalating and will be carried forward into 2014-15

- 1 has been de-registered

- 2 were reported to the DBS and other professional body where applicable

- 2 withdrew

- All others remained on course with support from academic staff, and specialist staff in LiSS as appropriate

- 2 of those remaining on course were pending interventions under the Student Code of Conduct (but were not under suspension) and will be carried forward into 2014-15

In total: 7 cases carry forward into 2014-15

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