# Safeguarding Policy

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# 1. Policy statement

1.1 University Centre Quayside (UCQ) fully recognise their responsibilities to safeguard and promote the welfare of children and vulnerable adults, including the responsibilities their Academic Council, staff and volunteers have in regard to the protection of children and vulnerable adults from abuse; and to have due regard to the need to prevent people from being drawn into terrorism.

1.2 Safeguarding is defined for the purposes of this guidance as: protecting people from maltreatment, preventing impairment of students' health or development, ensuring that students are engaging in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those people to have optimum life chances and enter or continue through adulthood successfully.

1.3 To demonstrate this commitment, UCQ makes the following statements of intent:

  1.3.1 UCQ are committed to Safeguarding and promoting the welfare of children and vulnerable adults and expect all students and all staff (including agency, associate and hourly paid staff), irrespective of anyone's position or role within UCQ, to share this commitment

  1.3.2 UCQ believe that everyone (especially children and vulnerable adults) should be, and feel, safe; and we want everyone who attends or has contact with UCQ to enjoy what UCQ has to offer in safety

  1.3.3 UCQ want to make sure that our students know this and are empowered to tell us if they have suffered, or are suffering, from harm or abuse; or if they feel at risk of being drawn into terrorism or extremism

  1.3.4 UCQ want organisations who work with, or commission work from UCQ, to have confidence and recognise that we are a safe organisation

  1.3.5 UCQ want all students studying with us to see themselves as a valued part of the UCQ community and to understand how this community operates within the wider UK community, including the importance of promoting, and abiding by, the fundamental British values of:

  **Democracy:** *your vote and voice counts; you can make a difference*

  **The rule of law:** *laws apply to everyone*

  **Individual liberty:** *you are entitled to your view and to your freedom of expression and thought.*

  **Mutual respect and tolerance for those with different faiths and beliefs**

1.3     This Safeguarding Policy and all UCQ Safeguarding appendices apply to all students and all staff (including agency, associates and hourly paid staff) irrespective of anyone's position or role within UCQ, together with the Academic Council and any workers who are at UCQ on a voluntary/placement/other professional basis and any other users of UCQ premises. UCQ subcontractors must have their own policies in place that fully meet statutory requirements and their duty of care to children and vulnerable adults.

1.4     UCQ will maintain an effective Safeguarding Policy, which brings together all aspects of Safeguarding and includes UCQ's Prevent duty. The policy, and all appendices, will be updated at least annually, or in line with changes in legislation and guidance, to make sure it is current and effective. The policy and all appendices are available on the UCQ website.

## 2.    Relevant legislation and publications

2.1     This policy is designed to provide guidance for members of staff in dealing with suspicions of and incidents of abuse. It affirms UCQ's commitment to the current and any subsequent legislation associated with Safeguarding. This policy takes into account, amongst others, the following publications:

2.1.1   Apprenticeships, Skills, Children and Learning Act 2009

2.1.2   Care Act 2014

2.1.3   Care Standards Act 2000

2.1.4   Childcare Act 2006

2.1.5   DFE Guidance Preventing and tackling bullying (July 2017)

2.1.6   Domestic Violence Crime and Victims Act 2004

2.1.7   Education Act 2002 Section 175

2.1.8   Equality Act 2010

2.1.9   ESFA Funding Guidance

2.1.10  Every Child Matters 2003 and Children Act 2004

2.1.11  Freedom of Information Act 2000

2.1.12  General Data Protection Regulations 2018

2.1.13  Health and Social Care Act 2012

2.1.14  Human Rights Act 1998

2.1.15  Keeping Children Safe in Education [KCSIE] (DFE September 2016) and subsequent September 2020 update

2.1.16  Mental Capacity Act 2005, 2007

2.1.17  National Framework for the Assessment of Children and Families (2000)

2.1.18  Prevent Duty (Counter-Terrorism and Security Act 2015)

2.1.19  Safeguarding Vulnerable Groups Act 2006

2.1.20  Safer Working Practice Guidance for Adults working with Children and Young People (2019)

2.1.21  Sexual Offences Act 2003

2.1.22  The Protection of Vulnerable Adults Scheme (2006)

2.1.23  Working Together to Safeguarding Children (DFE 2018)

## 3.  Scope and promotion

3.1  All students, staff, visitors, directors, associates, carers and volunteers will be covered by this policy.

3.2  A copy of this Safeguarding Policy is available to all those who fall under the scope of this policy. The Policy and appendices can also be accessed on the UCQ website.

## 4.  Definitions

4.1  **Abuse and neglect** - forms of maltreatment. Somebody may abuse or neglect by inflicting harm, or by failing to act to prevent harm. Individuals may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

4.2  **Child and Vulnerable Adult Protection** - A central part of Safeguarding. It is the process of protecting specific children or vulnerable adults identified as suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

4.3  **Children -** those under the age of eighteen.

4.4  **Discriminatory Abuse** - exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals. This can be because of age, sex, religion or belief, disability/ability, pregnancy or maternity, sexual orientation, gender (including gender reassignment). This includes abuse that is racist, sexist, homophobic, or is based on age or disability or any forms of harassment.

4.5  **Duty of Care** – the duty which rests upon an individual or organisation to ensure that all reasonable steps are taken to ensure the safety of a child or vulnerable adult involved in any activity or interaction for which that individual or organisation is responsible.  Any person in charge of, or working with children or vulnerable adults, in any capacity is considered both legally and morally, to owe them a duty of care.

4.6  **Emotional abuse** - the persistent emotional maltreatment of an individual such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to an individual that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the 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 an individual. These may include interactions that are beyond the individual's development capability, as well as overprotection and limitation of exploration and learning, or preventing the 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 an individual frequently to feel frightened or in danger, or the exploitation or corruption of an

individual. Some level of emotional abuse is involved in an all types of maltreatment of an individual, though it may occur alone.

**4.7** **Extremism** - Vocal or active opposition to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

**4.8** **Female Genital Mutilation (FGM) -** sometimes referred to as female circumcision, refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. There are also worries that some girls may have FGM performed in the UK.

**4.9** **Financial Abuse** - relates to the unauthorised and improper use of funds, money or resources belonging to the individual.

**4.10** **Forced marriage and honour based violence** – a forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Honour based violence refers to a crime or incident which has or may have been committed to protect or defend the 'honour' of the family and/or community. In these circumstances, swift action and immediate contact with the Forced Marriage Unit or the police is required. It is essential that confidentiality is maintained (i.e. no contact made with the student's family) as this could further endanger the student.

**4.11** **Institutional Abuse** - includes the practice of an abusive regime or culture which destroys the dignity and respect to which every person is entitled. It is the mistreatment of people brought about by poor or inadequate care or support, and poor practice that affects the whole setting. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service or organisation.

**4.12** **Missing & Sexually Exploited and Trafficked (MSET) -** involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Sexually exploitation is often linked to periods of going missing from home or education and in some cases individuals may be trafficked. Child sexual exploitation can occur through the use of technology without the child's or young person's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources

Violence, coercion and intimidation are common during involvement in exploitative

relationships that are characterised by the child or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability.

**4.13** **Neglect** - the persistent failure to meet a child, young person or vulnerable adult's basic physical and/or psychological need, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of material substance abuse.

Neglect may involve a parent or carer failing to:

4.13.1 provide adequate food, clothing and shelter (including exclusion from home or abandonment); or

4.13.2 protect an individual from physical and emotional harm or danger; or

4.13.3 ensure adequate supervision (including the use of inadequate care-givers); or

4.13.4 ensure access to appropriate medical care or treatment.

4.13.5 be responsive to basic emotional needs.

**4.14** **Physical abuse** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to an individual. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in an individual. For vulnerable adults this may also include inappropriate restraint or sanction or the misuse of medication.

**4.15** **Psychological Abuse** - includes emotional abuse, threats of harm or abandonment, deprivation of contact, harassment, isolation and or withdrawal of services or supportive networks.

**4.16** **Radicalisation** - The process by which a person comes to support terrorism and forms of extremism.

**4.17** **Sexual abuse** – involves forcing or enticing a child or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual 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 an individual in looking at, or in the production of, sexual images, watching sexual activities, encouraging an individual to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can children.

**4.18** **Significant Harm** - The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life. The local authority has a duty to make enquiries or cause enquiries to be made if a child or vulnerable adult is judged to be at risk of suffering significant harm

**4.19** **Vulnerable Adult or Adult at Risk** – for the purpose of Safeguarding and UCQ's duty of care, a vulnerable adult is defined as any adult considered to be at risk.

**4.20** **Whistleblowing** - Whistleblowing is the term used when someone who works in, or for an organisation, and wishes to raise concerns about malpractice, wrongdoing, illegality or risk in the organisation (e.g. neglect of Safeguarding responsibilities) and/or the cover up of any of these.

# 5. UCQ management responsibilities

5.1 It is the responsibility of the Academic Council and senior management to:

5.1.1 Ensure a named senior manager has strategic responsibility for Safeguarding

5.1.2 Ensure that this Safeguarding Policy is adhered to within UCQ

5.1.3 Establish, maintain and regularly review the Safeguarding Policy

5.1.4 Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to

5.1.5 Ensure students know that there are staff whom they can approach if they are worried or in difficulty

5.1.6 Provide support opportunities for students to develop the skills they need to stay safe from abuse and to know whom to turn to for help

5.1.7 Provide adequate training to staff in relation to the protection of students

5.1.8 Provide a safe, secure and comfortable environment to study, socialise, live and thrive

5.1.9 Follow the locally agreed multi-agency procedures set out for each UCQ partner with whom UCQ contract

5.1.10 Ensure there is a designated member of staff on site that has undertaken appropriate safeguarding training

5.1.11 Recognise the importance of the role of the designated members of staff and arrange support and update training annually

5.1.12 Ensure that every member of staff knows the name of the Designated Safeguarding Lead (DSL) and their role

5.1.13 Ensure that every member of staff knows where UCQ's Safeguarding Policy is located

5.1.14 Ensure that every member of staff knows that they have an individual responsibility for Safeguarding student concerns using the proper channels and within the timescales set out in the locally agreed multi-agency procedures

5.1.15   Provide training for all staff from the point of their induction, to be updated annually at a minimum, so that they know:

   5.1.15.1   Their personal responsibility
   5.1.15.2   This Safeguarding Policy and procedures that must be implemented in response to a safeguarding concern or incident
   5.1.15.3   The need to be vigilant in identifying cases of abuse, neglect or other Safeguarding concerns
   5.1.15.4   How to support and to respond to a student who tells of abuse, neglect or other safeguarding concern

5.1.16   Ensure that staff refer Safeguarding issues to the Designated Safeguarding Lead within appropriate timescales

5.1.17   Ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to students and that such concerns are addressed sensitively and effectively in a timely manner

5.1.18   Operate safer recruitment practices including ensuring Disclosure and Barring Service (DBS) (Appendix I) and reference checks are undertaken, prior to employment, in line with the Safer Recruitment Policy (Appendix H)

5.1.19   Identify at the recruitment stage the level of DBS disclosure for each of its posts. An acceptable DBS will be a condition of employment.

5.1.20   Contact partners (as appropriate) in the event of an allegation being made against a member of staff

5.1.21   Ensure that any disciplinary proceedings against staff relating to Safeguarding matters are concluded in full even when the member of staff is no longer employed at the company and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable

5.1.22   Ensure that all staff, volunteers and agency workers are aware of the need for maintaining appropriate and professional boundaries in their relationships with students, parents, guardians and carers

5.1.23   Ensure all staff are trained in Channel and Prevent, both within 4 weeks of commencing employment and then annually (Appendices E and F)

5.1.24   Work in full accordance with ESFA requirements. ESFA funding guidance outlines that they must be notified about any serious Safeguarding or prevent incidents where an institution itself is the subject of an investigation by the local authority or the police. The ESFA do not require details of all Safeguarding or prevent incidents an institution reports to the local authority or to the police, only where the institution itself, or one of its subcontractors, is subject to an investigation. In such circumstances, the ESFA require the Chair or Chief Executive of the institution (or Strategic Safeguarding Lead) to email **Enquiries.EFA@education.gov.uk**

## 6. Staff and volunteer responsibilities

6.1    It is the responsibility of all members of academic and administrative staff (including volunteers) to:

   6.1.1    Understand and implement UCQ's Safeguarding Policy
   6.1.2    Undertake all mandatory training, including Safeguarding, Channel and Prevent
   6.1.3    Record and report concerns under this policy using the specified procedure and channels for reporting
   6.1.4    Provide a safe, secure and supportive environment for young people and vulnerable adults
   6.1.5    Listen to young people and vulnerable adults and respond in an appropriate way
   6.1.6    Protect young people and vulnerable adults from abuse
   6.1.7    Ensure records of incidents/concerns are made as soon as practicable, are delivered securely to the DSL, who will take necessary further action and retain all records in a secure and locked location

## 7. Student responsibilities

7.1    It is the responsibility of all UCQ students to:

   7.1.1    Show respect to UCQ staff, fellow students, UCQ property and the environment
   7.1.2    Take a positive and proactive role within UCQ and online to keep themselves and others safe
   7.1.3    Follow the reasonable instructions of UCQ staff and others involved in their learning
   7.1.4    Report any incidents of concern
   7.1.5    Be aware of this Safeguarding Policy and their responsibilities

## 8. Designated Safeguarding Lead (DSL)

8.1    The Designated Safeguarding Lead shall work with partner agencies including UCQ partners, Universities, the Channel Police Practitioner (CPP) and the Regional Prevent Co-coordinator to ensure that information is shared, and referrals are made as appropriate. The DSL is also responsible for ensuring:

   8.1.1    The referral of cases of Safeguarding concerns to the relevant investigating agencies within acceptable and appropriate timeframes
   8.1.2    Acting as a source of support and expertise within UCQ regarding all Safeguarding matters, including Channel and Prevent
   8.1.3    Undertaking relevant DSL training regularly
   8.1.4    Ensuring academic and administrative staff have access to this Safeguarding Policy and any additional help and resources.

### 8.2    Key UCQ Safeguarding contacts:

| Responsibility | Name | Telephone | Email |
|---|---|---|---|
| Principal & CEO | Nick Mapletoft | 0191 275 5015 | nick.mapletoft@ucq.ac.uk |
| Strategic Safeguarding Lead | Michelle Elliott | 07759 561 342<br>0191 275 5015 | michelle.elliott@ucq.ac.uk |
| Designated Safeguarding Lead | Kelly Pattison | 0191 275 5015 | kelly.pattison@ucq.ac.uk |
| Designated Safeguarding Lead (Stockton) | Ben Devine | 07366 564 165 | ben.devine@ucq.ac.uk |
| Deputy Designated Safeguarding Lead | Sean Robson | 0191 275 5015<br>07867 503 424 | sean.robson@ucq.ac.uk |

### 8.3    Child Sexual Exploitation (CSE) contacts:

| Responsibility | Name | Telephone | Email |
|---|---|---|---|
| Strategic Safeguarding Lead | Michelle Elliott | 07759561342 | michelle.elliott@ucq.ac.uk |
| Support, information and advice | NSPCC | 0808 800 5000 | help@nspcc.org.uk |
| CSE information service and early help assessment | Social Care Direct Durham | 03000 267 979 | scd@durham.gov.uk |
| Emergency services | Police | 999 | N/A |

# 9.    Staff guidance procedure

9.1    Should a person falling under the scope of this policy identify or suspect any Safeguarding concern, or witness, or be informed of a Safeguarding incident, they should do the following:

9.1.1    Remain calm, listen carefully and allow the person to speak without interruption

9.1.2    Do not make suggestions or lead the person in any way.  Give them plenty of time to talk.

9.1.3    Be honest and explain that you are unable to keep the information they have told you a secret but reassure them that you will only tell the appropriate person(s)

9.1.4    Write down what they say as soon as possible; and record the date and the precise time of day you were told; and the date and precise time you wrote it down

9.1.5    Contact the Safeguarding Designated Lead immediately

9.1.6    If the DSL is not immediately available contact the Deputy DSL or the Strategic Safeguarding Lead

9.1.7    Complete a Safeguarding Concern Form as soon as you can.  Give it, and any other notes you made, in a sealed envelope marked "confidential" to the DSL.  Do not keep any copies.

9.1.8    If physical injury has occurred request a First Aider from the venue.

9.1.9 If necessary, contact NHS for medical support:
- Tel: 111    NHS Helpline for non-medical emergencies
- Tel: 999    Emergency Services – for medical emergencies

9.1.10 Do not contact parents, guardians etc.  This is very important to avoid the potential for warning people who may be involved in the allegations, or who may take action if aware an allegation has been made (e.g. further abuse or making immediate arrangements for someone to leave the country for a forced marriage).

9.1.11 If you become aware of a Safeguarding concern outside of normal opening hours, take all reasonable steps yourself to protect a child or vulnerable adult from an immediate threat (e.g. contact Social Services, the Emergency Duty Team or the Police for advice).

Each local authority has different contact numbers. Refer to the directory (SA-008) and contact appropriate agencies in your delivery location.

If you are unable to contact any of the agencies contact the Police on **999** (if there is an emergency) or **101** (if there is no immediate risk) and inform them you have a Safeguarding issue and are unable to contact the authority agencies.

9.1.12 If the student is undertaking learning through a UCQ partner contract, the UCQ DSL will contact the appropriate UCQ Safeguarding personnel to update them, within one working day of receiving the concern

9.2 Where the issue is urgent and there is concern that there may be serious or significant risk to an individual, it should be noted that anyone coming across the issue is able to make a referral to the relevant social services team. Where an issue is discussed with a DSL who does not feel it warrants a referral but the person reporting it disagrees, the latter may still refer the matter to the relevant social services team (or other appropriate body e.g. the Police) without prejudice.

**Note:**  It is possible to request a formal pre-referral consultation and seek advice from a Safeguarding worker where specialist advice and support is required.

9.3 For concerns relating to radicalisation or extremism the DSL will follow the Channel Process (Appendix F) and contact the relevant local team e.g. North East Counter Terrorism Unit (0800 789 321) should an appropriate cause for concern be identified.