UCQ
UNIVERSITY
CENTRE QUAYSIDE

Safeguarding Children & Vulnerable Adults: Information for Students

Version: 9
Revision date: 30/01/2026
Document reviewer: Head of Policy & Governance
Due for review: 30/01/2027

Table of Contents

1. Safeguarding....3
2. Our commitment....3
3. Definitions....4
4. Your responsibilities as a student....4
5. What to do if you have concerns....5
6. Prevent....5
7. The Prevent strategy....5
8. Spotting signs and getting help....6
9. Your UCQ Safeguarding Team....8
10. Document history....8
11. Initial equalities impact assessment....9

1. Safeguarding

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. Safeguarding and Prevent policies, procedures, training and support can be found at https://ucq.ac.uk/safeguarding-and-prevent/

1.2 UCQ strive to provide a safe environment for all students in its care while they are on the UCQ premises, visiting, travelling to and from UCQ, or participating in wider UCQ programmes such as an apprenticeship.

2. Our commitment

2.1 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 in UCQ, to share this commitment.

2.2 We 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.

2.3 We 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.

2.4 We want organisations who work with, or commission work from UCQ, to have confidence that we are a safe organisation.

2.5 We 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 British values of:

2.5.1 Democracy
2.5.2 The rule of law
2.5.3 Individual liberty
2.5.4 Mutual respect and tolerance for those with different faiths and beliefs

3. Definitions

3.1 **Abuse** – a form 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/s or another child or children.

3.1.1 Types of abuse include: neglect, physical abuse, emotional abuse, sexual abuse, psychological abuse, discriminatory abuse, domestic abuse, financial abuse, institutional abuse, Missing & Sexually Exploited and Trafficked (MSET) and Female Genital Mutilation (FGM).

3.2 **Children** – those under the age of eighteen.

3.3 **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.

3.4 **Safeguarding** – taking all reasonable measures to ensure that the risks of harm to children and vulnerable adult's welfare are minimised. Where there are concerns about children and vulnerable adult's welfare, take all appropriate actions to address these concerns, working to agreed policies and procedures and working in partnership with other local agencies.

3.5 **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. Your responsibilities as a student

4.1 It is the responsibility of all UCQ students to:

4.1.1 Show respect to UCQ staff, fellow students, UCQ property and the environment

4.1.2 Take a positive and proactive role within UCQ and online to keep themselves and others safe

4.1.3 Follow the reasonable instructions of UCQ staff and others involved in their learning

4.1.4 Report any incidents of concern

4.1.5 Know who the UCQ Designated Safeguarding Lead is and how to contact them

4.1.6 Be aware of the UCQ Safeguarding Policy, your responsibilities and what to do if you have a concern

5. What to do if you have concerns

5.1 If you have concerns that a person undertaking a UCQ programme may be at risk of or suffering from abuse you should do the following:

5.1.1 Contact the UCQ Safeguarding Team **immediately** by telephone.

5.1.2 Tell the person at risk what you are doing and why (unless you have a good reason not to do so)

5.1.3 Do not investigate the situation

5.1.4 Do not promise confidentiality

5.1.5 Record any conversations factually

5.1.6 Contact the local authorities in cases of emergency

6. Prevent

6.1 Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is part of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. Prevent deals with all forms of extremism, including Daesh/AQ inspired, extreme right, extreme left and animal rights.

6.2 The Prevent statutory duty, which came into force on 1 July 2015, has prompted a significant step forward in the delivery of Prevent work across all public and some private sector organisations.

7. The Prevent strategy

7.1 The Prevent strategy responds to the ideological challenge we face from terrorism and aspects of extremism and the threat we face from those who promote these views, by doing the following:

7.1.1 Providing practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and

7.1.2 Working with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

7.2 Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism.

7.3 The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role

in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

7.4 At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

7.5 Prevent addresses all forms of terrorism but continues to ensure resources and effort are allocated on the basis of threats to our national security.

7.6 The Channel programme, part of the Prevent strategy, is a multi-agency programme coordinated by the police to identify individuals vulnerable to radicalisation and direct them towards appropriate support. It focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The latest Channel guidance states that the programme consists of three elements:

7.6.1 Identifying individuals at risk;

7.6.2 Assessing the nature and extent of that risk; and

7.6.3 Developing the most appropriate support plan for the individuals involved.

8. Spotting signs and getting help

8.1 Radicalisation can be really difficult to spot. Signs that may indicate a person is being radicalised include:

8.1.1 isolating themselves from family and friends

8.1.2 talking as if from a scripted speech

8.1.3 unwillingness or inability to discuss their views

8.1.4 a sudden disrespectful attitude towards others

8.1.5 increased levels of anger

8.1.6 increased secretiveness, especially around internet use

8.2 The following signs are more specific to radicalisation:

8.2.1 owning more than one mobile phone

8.2.2 showing sympathy for extremist causes

8.2.3 advocating extremist messages glorifying violence

8.2.4 accessing extremist literature and imagery

8.2.5 showing a mistrust of mainstream media reports and belief in conspiracy theories

8.2.6 appearing angry about governmental policies, especially foreign policy

8.3 People who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

8.4 However, these signs don't necessarily mean someone is being radicalised – it may be a sign that something else is wrong, so it is always worth having a conversation with the individual to establish if further help is needed from the Safeguarding Team.

8.5 It is essential that, if you do have any concerns, you contact a member of the Safeguarding Team as soon as possible.

8.6 Most individuals, even those who hold radical views, do not become involved in extremism and many young people may be exposed to extremist views without becoming radicalised.

8.7 However, some people may be more vulnerable to radicalisation due to personal circumstances such as:

8.7.1 coming from unstable homes with poor family relationships

8.7.2 feelings of loss, bereavement, and social isolation and confusion over identity

8.7.3 experience of discrimination and harassment leading to a sense of grievance

8.8 Reasons why young people and vulnerable adults may be attracted to the extremist narrative and may become radicalised include the following:

8.8.1 they are trying to make sense of world events

8.8.2 they feel that their culture or religion is under threat

8.8.3 it makes them feel a sense of identity or belonging or being part of something

8.8.4 they are looking for adventure or excitement; young people who exhibit risk taking behaviour may be attracted to the sense of danger

8.8.5 they have a personal grievance or experience of racism or discrimination and feel they want to change things

8.8.6 they are under pressure from their peers who have links with these groups

8.9 If you would like clarification, further information or advice on any safeguarding and welfare matters please contact one of the UCQ Safeguarding Team (see section 9 below for details).

9. Your UCQ Safeguarding Team

Responsibility	**Name**	**Telephone**	**Email**
Strategic Safeguarding Lead	Michelle Elliott	03330048470	michelle.elliott@ucq.ac.uk
Designated Safeguarding Lead	Kelly Pattison	07308 231 263	kelly.pattison@ucq.ac.uk
Designated Safeguarding Lead	Ben Devine	07366 564 165	ben.devine@ucq.ac.uk

10. Document history

ISSUE NO.	DATE	PAGE	REVIEWER	DETAIL OF AMENDMENT
08	31/01/2025	8	Tara Henderson	Periodic review conducted; UCQ Head Office telephone number updated; S10 Document History added; Section numbers updated accordingly
09	30/01/2026	9	Tara Henderson	Periodic review conducted. No changes made.

11. Initial equalities impact assessment

Department: All	**Completed by:** Michelle Elliott, Vice Principal, SSL	**Date of initial assessment:** 22/04/2022
Area to be assessed:	SA-009 Safeguarding Children and Vulnerable Adults – Information for Students	
Existing or new policy/procedure:	Existing	
What evidence has been used to inform the assessment and policy? (please list only)		
External guidance and requirements: ➢ All legislation and publications identified in SA002 - Safeguarding Policy ➢ **Internal guidance and requirements:** ➢ Consultation with Strategic Safeguarding Lead		

1. Describe the aims, objectives or purpose of the policy/procedure	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. This document provides information to students on UCQ courses regarding UCQ's safeguarding arrangements.		
2. Which stakeholders/groups are intended to benefit from this policy/procedure?	All stakeholders		
The Equality Act 2010 requires public bodies to have 'due regard' to the need to:- (1) Eliminate unlawful discrimination, harassment and victimization (2) Advance equality of opportunity between different groups; and (3) Foster good relations between different groups	**3. Could the policy/procedure have a disproportionately negative effect impact in terms of the aims set out in (1) to (3) of the Act on any of the protected characteristics?:-** **High** **Medium** **Low** **No effect**	**4. Briefly explain how the policy/procedure furthers or prevents the aims set out in (1) to (3).**	**5. If there is a disproportionately negative impact on any protected characteristics, can it be justified on the grounds of promoting equality or any other reason? If yes, please explain.**

Protected characteristics	**Age**	No effect	Not applicable	Not applicable
	Disability	No effect	Not applicable	Not applicable
	Gender	No effect	Not applicable	Not applicable
	Gender reassignment	No effect	Not applicable	Not applicable
	Marriage and Civil Partnership	No effect	Not applicable	Not applicable
	Pregnancy and Maternity	No effect	Not applicable	Not applicable

	Race	No effect	Not applicable	Not applicable
	Religion or Belief	No effect	Not applicable	Not applicable
	Sexual Orientation	No effect	Not applicable	Not applicable

6. Has there been any consultation/engagement with the appropriate protected characteristics?		Not applicable as no negative PC impact identified
7. What action(s) will you take to reduce any disproportionately negative impact, if any?		None required
8. Based on the information in sections 1 to 7, should this policy/procedure proceed to Full Impact Assessment? (recommended if one or more 'High' under section 2)		No
Assessor signature:	**Approved by:** **Michelle Elliott**	**Date approved:** 22/04/2022