UCQ
UNIVERSITY
CENTRE QUAYSIDE

Safeguarding Policy

Version: 18
Revision date: 18/09/2026
Document reviewer: Strategic Safeguarding Lead
Due for review: 18/09/2027

Commitment Statement

Board of Governors and Senior Leadership Team (SLT) at University Centre Quayside (UCQ) are committed to ensuring all policies and procedures are fully implemented across the organisation.

This Safeguarding Policy and its appendices will be regularly updated, particularly as the business changes in nature and size, and reviewed periodically and in accordance with regulatory legislation.

Policies will be communicated to all employees, including to new employees during their induction period.

Signed: Date: 18/09/2026

Position: Principal & CEO

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1. Purpose

1.1 This policy sets out University Centre Quayside's (UCQ) safeguarding arrangements. UCQ fully recognise their responsibilities to safeguard and promote the welfare of children and adults at risk, including the responsibilities their Board of Governors, staff and volunteers have in regard to the protection of children and adults at risk from abuse; and to have due regard to the need to prevent people from being drawn into terrorism.

2. Scope

2.1 This Safeguarding Policy and all UCQ Safeguarding appendices apply to all students and all staff (including agency, visiting, associates and hourly paid staff) irrespective of anyone's position or role within UCQ, together with the Board of Governors 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 adults at risk. This Policy has been developed as part of UCQ's **single comprehensive source of information**, available at: https://ucq.ac.uk/safeguarding-and-prevent/. This webpage is the **authoritative** single comprehensive source of information on UCQ's safeguarding and prevent practices.

3. Definitions

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.

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

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

Child-on-Child Abuse - behaviour by an individual or a group that intends to physically, sexually, or emotionally harm another child. It recognises that children can abuse other children, and it can happen inside or outside of educational settings and online.

Children - those under the age of eighteen.

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.

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 adult at risk involved in any activity or interaction for which that individual or organisation is responsible. Any person in

charge of, or working with children or adults at risk, in any capacity is considered both legally and morally, to owe them a duty of care.

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.

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

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.

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

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.

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.

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.

Neglect - the persistent failure to meet a child, young person or adult at risk'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:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment); or
- protect an individual from physical and emotional harm or danger; or
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.
- be responsive to basic emotional needs.

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 adults at risk this may also include inappropriate restraint or sanction or the misuse of medication.

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

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

Safeguarding - 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.

Sexual abuse – involves forcing or enticing a child or adult at risk 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.

Sexual harassment - Sexual harassment is specifically defined in Section 26 of the Equality Act 2010 as unwanted conduct of a sexual nature that violates a person's dignity, or creates an intimidating, hostile, degrading, humiliating, or offensive environment for them.

Sexual misconduct - Sexual misconduct is a broad term that encompasses a range of inappropriate or unlawful behaviours of a sexual nature, including sexual harassment. It is commonly used in workplace, educational, and professional settings to describe actions that violate ethical or professional standards, even if they do not meet the threshold of a criminal offense.

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 adult at risk is judged to be at risk of suffering significant harm

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.

4. Relevant legislation and publications

4.1 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 considers, amongst others, the following publications:

- Apprenticeships, Skills, Children and Learning Act 2009
- Care Act 2014
- Care Standards Act 2000
- Childcare Act 2006
- DFE Guidance Preventing and tackling bullying (July 2017)
- Domestic Violence Crime and Victims Act 2004
- Education Act 2002 Section 175
- Equality Act 2010
- ESFA Funding Guidance
- Every Child Matters 2003 and Children Act 2004
- Freedom of Information Act 2000
- UK General Data Protection Regulations (UK GDPR) and Data Protection Act 2018
- Health and Social Care Act 2012
- Human Rights Act 1998
- Keeping Children Safe in Education [KCSIE] (DFE September 2026) and subsequent updates
- Mental Capacity Act 2005, 2007
- National Framework for the Assessment of Children and Families (2000)
- Prevent Duty (Counter-Terrorism and Security Act 2015)
- Prevent duty guidance: for higher education institutions in England and Wales
- Safeguarding Vulnerable Groups Act 2006
- Safer Working Practice Guidance for Adults working with Children and Young People (2019)
- Sexual Offences Act 2003
- The Protection of Vulnerable Adults Scheme (2006)
- Workers Protection Act (Amendment to Equality Act 2010) 2023
- Working Together to Safeguard Children (latest version and updates)

4.2 UCQ appendices relating to this policy include:

- SA-002 Appendix A – Safeguarding Risk Assessment Panel
- SA-002 Appendix B – Staff Code of Conduct
- SA-002 Appendix C – Arrangements for Staff Safeguarding Training
- SA-002 Appendix D – Prevent
- SA-002 Appendix E – Channel Process
- SA-002 Appendix F – Safe Place to Work and Study
- SA-002 Appendix G – Safer Recruitment Policy
  SA-002 Appendix H – Allegations and Whistleblowing

- SA-002 Appendix I – DBS and Barred List Checks
- SA-002 Appendix J – Children and Adults Missing from Education
- SA-002 Appendix K – Child on Child Abuse (including Bullying)
- SA-002 Appendix L – Domestic Abuse

5. Policy statement

5.1 UCQ makes the following statements of intent:

5.1.1 UCQ is committed to Safeguarding and promoting the welfare of children and adults at risk 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

5.1.2 UCQ believe that everyone (especially children and adults at risk) 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

5.1.3 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

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

5.1.5 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 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

5.2 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.

5.3 UCQ has software and systems in place to monitor and record IT and internet usage. UCQ IT facilities and networks are safe and secure, with up-to-date security measures in place. The necessary filters are in place to prevent staff and students from accessing extremist and inappropriate materials on UCQ networks. UCQ sets out to educate staff and students regarding the risks and ensure that all are aware of safe online behaviour. This is covered in full in SA-014 Safe Use of IT Policy.

5.4 UCQ recognises emerging safeguarding risks arising from artificial intelligence technologies including deepfakes, AI-generated imagery, AI-assisted grooming, misinformation and image-based abuse. Staff and students are expected to report concerns regarding such content through established safeguarding procedures.

6. UCQ management responsibilities

6.1 It is the responsibility of the Board of Governors and senior management to:

6.1.1 Ensure a named senior manager has strategic responsibility for Safeguarding
6.1.2 Ensure that this Safeguarding Policy is adhered to within UCQ
6.1.3 Establish, maintain and regularly review the Safeguarding Policy
6.1.4 Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to
6.1.5 Ensure students know that there are staff whom they can approach if they are worried or in difficulty
6.1.6 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
6.1.7 Provide adequate training to staff in relation to the protection of students
6.1.8 Provide a safe, secure and comfortable environment to study, socialise, live and thrive
6.1.9 Follow the locally agreed multi-agency procedures set out for each UCQ partner with whom UCQ contract
6.1.10 Ensure there is a designated member of staff on site that has undertaken appropriate safeguarding training
6.1.11 Recognise the importance of the role of the designated members of staff and arrange support and update training annually
6.1.12 Ensure that every member of staff knows the name of the Designated Safeguarding Lead (DSL) and their role
6.1.13 Ensure that every member of staff knows where UCQ's Safeguarding Policy is located
6.1.14 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
6.1.15 Provide training for all staff from the point of their induction, to be updated annually at a minimum, so that they know:
- Their personal responsibility
- This Safeguarding Policy and procedures that must be implemented in response to a safeguarding concern or incident
- The need to be vigilant in identifying cases of abuse, neglect or other Safeguarding concerns
- How to support and to respond to a student who tells of abuse, neglect or other safeguarding concern

6.1.16 Ensure that staff refer Safeguarding issues to the Designated Safeguarding Lead within appropriate timescales
6.1.17 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
6.1.18 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)
6.1.19 Identify at the recruitment stage the level of DBS disclosure for each of its posts. An acceptable DBS will be a condition of employment.
6.1.20 Contact partners (as appropriate) in the event of an allegation being made against a member of staff
6.1.21 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

6.1.22 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

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

6.1.24 Work in full accordance with all funding and regulatory body requirements in reporting serious incidents.

6.1.25 Where an allegation is made against staff (including associates, volunteers and contracts), UCQ will:

- Take the allegation seriously
- Refer concerns to the appropriate statutory authorities in a timely way
- Make a referral to the Disclosure and Barring Service if the person is removed from regulated activity (or would have been removed had they not left their post).
- Also refer to appendices: Appendix H: Allegations and Whistleblowing; Appendix I: DBS and Barred List Checks.

6.1.26 Ensure the effectiveness of filtering and monitoring arrangements are reviewed at least annually and whenever significant changes are made to systems or identified safeguarding risks.

7. Staff, associate and volunteer responsibilities

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

7.1.1 Understand and implement UCQ's Safeguarding Policy

7.1.2 Undertake all mandatory training, including Safeguarding, Channel and Prevent

7.1.3 Record and report concerns under this policy using the specified procedure and channels for reporting

7.1.4 Provide a safe, secure and supportive environment for all students, young people and adults at risk

7.1.5 Listen to young people and adults at risk and respond in an appropriate way

7.1.6 Protect children, young people and adults at risk from abuse

7.1.7 Report any allegation or concern about a member of staff immediately to the DSL.

7.1.8 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.

7.1.9 Recognise and report emerging safeguarding risks associated with artificial intelligence, online platforms, manipulated content, deepfakes and image-based abuse.

8. Student responsibilities

8.1 It is the responsibility of all UCQ students to:

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

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

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

8.1.4 Report any incidents of concern

8.1.5 Be aware of this Safeguarding Policy and their responsibilities

9. Designated Safeguarding Lead (DSL)

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

9.1.1 The referral of cases of Safeguarding concerns to the relevant investigating agencies within acceptable and appropriate timeframes
9.1.2 Acting as a source of support and expertise within UCQ regarding all Safeguarding matters, including Channel and Prevent
9.1.3 Undertaking relevant DSL training regularly
9.1.4 Ensuring academic and administrative staff have access to this Safeguarding Policy and any additional help and resources.
9.1.5 Monitor emerging safeguarding risks associated with online safety and artificial intelligence technologies and ensure appropriate staff awareness and training.

9.2 Key UCQ Safeguarding contacts:
To report a safeguarding concern please contact one of our designated safeguarding leads.

Responsibility	**Name**	**Telephone**	**Email**
Strategic Safeguarding Lead	Michelle Elliott	07759 561 342 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

9.3 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
Emergency services	Police	999/101	N/A

10. Staff guidance procedure

10.1 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:

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

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

10.1.3 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)

10.1.4 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

10.1.5 Contact the Designated Safeguarding Lead immediately

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

10.1.7 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.

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

10.1.9 If necessary, contact NHS for medical support:

- Tel: 111 NHS Helpline for non-medical emergencies
- Tel: 999 Emergency Services – for medical emergencies

10.1.10 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).

10.1.11 A safeguarding concern or disclosure may also be made by a third person, for example, a concerned associate, tutor or member of the public; this could include via non-verbal communication, including email. Where a member of staff receives this disclosure, this must be passed immediately to the designated safeguarding lead. A third person may make a disclosure directly by contacting a designated safeguarding lead directly. See Section 9.2 for contact details.

10.1.12

10.1.13 If you become aware of a Safeguarding concern outside of normal opening hours, take all reasonable steps yourself to protect a child or adult at risk from an immediate threat (e.g. contact Social Services, the Local Authority Safeguarding Officer, the Emergency Duty Team or the Police for advice). In the first instance call a DSL using the contact details in Section 9.2.

If the DSL is unavailable, refer to the directory (SA-008) and contact appropriate agencies in your delivery location. Note: Each local authority has different contact numbers.

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.

10.1.14 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

10.2 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.

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

11. Allegations about UCQ staff members

11.1 In order to safeguard children and adults at risk, UCQ undertake robust recruitment exercises. Satisfactory reference and DBS checks are required for all UCQ staff who come into contact with children and adults at risk. No member of staff subject to these checks are permitted to commence work until a satisfactory outcome is confirmed.

11.2 A complaint or allegation about a member of staff may arise from different sources, including:

- A child or an adult
- A parent
- A member of the public
- A disciplinary investigation

11.3 A person receiving an allegation or concern about another member of staff must do the following:

****For emergencies call 999 immediately****

- Treat the matter seriously
- Do not make suggestions or lead the person in any way
- Take particular care in asking or interpreting responses to questions about indications of abuse as this could affect evidence put forward in any subsequent legal proceedings
- Make a written record of the information as soon as possible that includes:

    a) The name of the complainant and, where different, the name of the child who has allegedly been abused
    b) When and where the alleged incident took place, including the date and time
    c) Who was present
    d) The account of what is alleged to have happened
    e) A description of any injuries observed
    f) Your name, signature and date

- Contact the Strategic Safeguarding Lead (SSL) **immediately** to report that an allegation has been made. The SSL will take appropriate action, including reporting to statutory authorities and DBS. If the SSL is unavailable or the allegation is being made against the SSL, contact the Designated Safeguarding Lead **immediately**.

12. Compliance and enforcement

12.1 The Strategic Safeguarding Lead takes overall responsibility for ensuring compliance and enforcement of this policy across the organisation. Where non-compliance is identified, staff

will be supported to undertake additional training as required. In some cases, non-compliance will be treated with disciplinary action.

13. Training and communication

13.1 All staff will receive annual safeguarding training. Staff with responsibility for recruitment will receive safer recruitment training every three years. Staff and students are invited to review the wealth of resources available on UCQ's safeguarding, Prevent and wellbeing page, available at https://ucq.ac.uk/safeguarding-and-prevent/

13.2 Ongoing support will be provided by the Safeguarding Team. This policy will be made available on the UCQ website for all stakeholders to access.

14. Review and revision

14.1 This Safeguarding Policy will be reviewed annually, or earlier as required to ensure best practice.

15. Document history

ISSUE NO.	DATE	PAGE	REVIEWER	DETAIL OF AMENDMENT
15	28/03/2024	All	Michelle Elliott	Periodic review conducted. Commitment statement: reviewed and date updated Formatting revised to fit recommended document template as specified in quality procedure QP02 with new sections 11, 12, 13 & 14 added. Para 4.1: KCSIE updated to latest September 2023 guidance Para 4.2: Reference to Appendix L added Section 7: Reference to 'associates' added Para 9.2: Kelly Pattison telephone updated to work mobile Paragraph numbers updated accordingly.
16	28/03/2025	All	Michelle Elliott	Periodic review conducted checking numbers Remove NM from table under 9.2 Alignment and formatting amended.
17	28/11/2025	All	Michelle Elliott	Policy updated to reflect revised EIF: Para 4.1: KCSIE publication date updated; Para 6.1.25 added around allegations against staff; Para 7.1.7 amended to reflect allegations against staff; S11 added 'Allegations about UCQ staff members'
18	11/08/2026	All	Michelle Elliott	Periodic Review. Updates following KCSIE updates, in particular around AI-related safeguarding, annual filtering and monitoring review, and volunteer and DBS arrangements.

16. Initial equalities impact assessment

Department: All	**Completed by:** Tara Henderson, Head of Policy & Governance	**Date of initial assessment:** 08/03/2021
Area to be assessed:	SA-002 Safeguarding Policy	
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 section 2 of this 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 adults at risk, including the responsibilities their Board of Governors, staff and volunteers have in regard to the protection of children and adults at risk from abuse; and to have due regard to the need to prevent people from being drawn into terrorism. This Safeguarding Policy sets out 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:** 08/03/2021