Safeguarding Policy

Safeguarding children, young people and vulnerable adults

STUDENT REGULATIONS AND POLICIES

uclan.ac.uk/studentcontract
Summary

What is Safeguarding?
Protecting children, young people (under 18) and vulnerable adults from abuse or neglect. In the context of UCLan, this usually means providing a safe environment for them to study, visit and participate in activities; although we also have a responsibility to act where we become aware that a child, young person or vulnerable adult is at risk outside of the university. Legislation exists requiring all organisations to have Safeguarding policies, but more importantly we all have a moral responsibility to protect the vulnerable within our community.

Who is responsible for Safeguarding?
Everyone has a responsibility to report a Safeguarding concern. This includes staff, students, visitors, volunteers, agency staff, contractors etc. and to any activity organised and/or delivered by UCLan representatives, regardless of where it takes place. UCLan also has a duty of care to all visitors. External groups and organisations running activities on our campuses are required to do so in accordance with approved risk assessments and safeguarding policies.

What is a vulnerable adult?
‘A person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.’ No Secrets (DH 2012). Refer to appendix two for examples.

When should I report a Safeguarding concern?
Immediately, so that the appropriate action can be taken to protect the individual and to support you. Guidance on how to deal with a disclosure can be found in appendix four. For examples of what to refer, please consult section eleven.

How do I report a Safeguarding concern?
If you feel that a child, young person or a vulnerable adult is at risk of abuse or neglect, you should immediately telephone one of the Principal Safeguarding Leads Lisa Banks – 01772 892674 or Vanessa Chew – 01772 892051, or in the event that neither is available, e.g. out of hours, telephone Security on 01772 892608.

What happens once I report my concern?
The UCLan Safeguarding Leads will talk to you about your concerns and assess what action to take. As this can sometimes be a difficult process, support will be available to you for as long as required afterwards.

How do we manage Safeguarding at UCLan?
The University has close links with the Local Authorities and has an agreement in place which allows us to share information where an individual is considered to be at risk. We also have Senior Safeguarding Designated Officers in Colleges/Services. If you have feedback on Safeguarding, please do not hesitate to contact :-

Lisa Banks – 01772 892674. Email LBanks2@uclan.ac.uk
Vanessa Chew – 01772 892051. Email VChew@uclan.ac.uk
1. Purpose of the policy

UCLan’s mission is to “create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research”. We have a diverse staff and student population and also offer a variety of activities for students in Further Education, Secondary and Primary schools. The protection and welfare of children, young people and vulnerable adults is therefore an important element of our values.

UCLan believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe in all of our activities. We are committed to practice in a way that protects them.

The purpose of this policy is to:

- Protect children, young people and vulnerable adults associated with UCLan
- Provide staff, students, visitors, contractors etc. with the overarching principles that guide our approach to safeguarding and ensure appropriate support and advice is available to them.

All staff, students, contractors or representatives of UCLan are expected to comply with this policy and promote the welfare of children, young people and vulnerable adults. Line managers are responsible for monitoring that relevant staff members in their College/School/Service are made aware of and follow the policy, as appropriate to individual job roles. If there is a concern that the policy is not being followed correctly, advice should be sought from the Principal Safeguarding Leads.

This policy should be read in conjunction with the University’s policies on Admissions (specifically the policy statement on the recruitment of ex-offenders) and Public Interest Disclosures. However, by its nature, most aspects of UCLan’s wider policies and procedures, at whatever level, potentially contain aspects related to safeguarding in the widest sense e.g. IT Security Policy/Data Protection Policy etc.

This policy will be monitored and evaluated on an annual basis by the Principal Safeguarding Lead (Operational) and the Safeguarding Steering Group, to ensure it remains up-to-date in terms of legislation, local and national guidance and also reflect learning from practice and any significant incident or concern.

We recognise that:

- The welfare of children, young people and vulnerable adults is paramount, as enshrined in the Children Act 1989

- All children, young people and vulnerable adults using our facilities or engaged in UCLan facilitated activities will be protected from harm, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity and have a right to equal protection from all types of harm or abuse
Some individuals are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

Working in partnership with children, young people, vulnerable adults, their parents, carers and other agencies is essential in promoting young people’s welfare.

All children, young people and vulnerable adults should be valued and treated as individuals and respected for their individuality and identity and involved in decisions, whenever it is possible and appropriate.

Abuse and neglect can have serious long-term effects in terms of development, health and well-being including to self-esteem and self-image.

**We will seek to keep children, young people and vulnerable adults safe by:**

- Valuing them, listening to and respecting them
- Providing effective management by adopting child protection practices through our policies and procedures and providing support and training for our staff
- Sharing information about child protection and good practice with children, parents, staff and students as appropriate
- Sharing concerns with agencies who need to know, and involving parents and children, young people and vulnerable adults appropriately.

**We will take all reasonable measures to:**

- Ensure that all have the opportunity to participate in UCLan activities in a safe and secure environment
- Identify and prevent anyone who is unsuitable to work with children, young people and vulnerable adults from doing so
- Ensure that any child, young person or vulnerable adult who is at risk of, or experiencing significant harm is identified and responded to appropriately and without delay; developing and implementing appropriate procedures for responding to accidents, incidents, alleged or suspected harm
- Ensure that all concerns are taken seriously, responded to appropriately and without delay
2. Legal Framework

The policy and procedures adopted by UCLan have been informed by a wide range of documents including Safeguarding Children and Young people and Young Vulnerable Adults Policy (OFSTED Feb 2015), Safeguarding Children: Guidance for English Higher Education Institutions published by the Department for Innovation, Universities and Skills in December 2007, advice to the HEI sector from Universities UK and briefings including guidance from the Independent Safeguarding Authority and HM Government. UCLan’s approach to safeguarding is based on the principles recognised within UK and international legislation and government guidance. Appendix one includes the full list of documents considered.

3. UCLan Context

UCLan organises and participates in a wide range of activities that involve staff, associates, volunteers and students working with children, young people and vulnerable adults both on and off our campuses. These include but are not limited to:

- The Pre-School Centre
- Activities in the Sports Centre
- Young Scientists Centre
- Visits by our staff and students carrying out paid or voluntary work as part of our commitment to outreach activities
- Visits to our campuses by young people for interviews, open days, taster days, revision classes, work experience or research events
- Provision of UCLan residential accommodation as part of our summer school programmes
- Staff and students who may interact with children and vulnerable groups through their academic research
- Teaching enrolled/registered students who are under 18
- Working with young people and vulnerable adults as part of our student volunteering activities in local community organisations
- Students on placement (including nursing, social work, medical and dental students) in workplaces arranged by UCLan where they will carry out “regulated activity”
- Staff working in UCLan’s health centre, counselling services, faith centres or learning support units or in various roles that may involve working with vulnerable adults.

4. Implementation

Full copies of this document will be available on the UCLan intranet and be promoted to all staff, students, volunteers, student ambassadors, contracted freelance practitioners, partner organisations, parents and children taking part in University activities.
Reference to this guidance will be included with other University policies and procedures in induction and resource packs and on the University webpage. All staff, student staff members and Student Ambassadors will be informed about safeguarding during their local induction processes and will be provided with a level of training appropriate to the risks involved. The policy and other relevant safeguarding guidance will also be provided to external organisations hosting events at the University involving children or vulnerable people.

It should be noted that specialist Services such as Student Services will also have their own rigorous professional guidelines and Professional Codes of Conduct to adhere to and that this document should be read in conjunction with other UCLan policies and guidance including, but not limited to:

- Health, Safety & Environment Guidance and Procedures
- Admission of Under 18s policy
- Accommodation Policy for Under 18s
- Equality and Diversity Policy
- Data protection Policy
- Public Interest Disclosure Procedure
- Photography and Photographic Images Policy
- Disciplinary Policy
- Recruitment and Selection Policy
- ‘Prevent’ strategy and associated requirements

5. Roles and responsibilities

**University Safeguarding Champion (Strategic).** The Chief Operating Officer at UCLan will hold the strategic lead for safeguarding, ensuring it is afforded appropriate priority and resources at the most senior level in the University.

**Principal Safeguarding Lead (Operational).** The University’s Principal Safeguarding Lead (Operational) is the Director of Student Services. This role oversees the framework and acts as the lead safeguarding advisor for safeguarding and protecting children and vulnerable adults. The Principal Safeguarding Lead (Operational) maintains key safeguarding records centrally and securely.

A team of **Senior Designated Safeguarding Officers (SDSO)** drawn from the Executive Deans/ Heads/ Directors of Services have responsibility for ensuring that UCLan’s Safeguarding policy is implemented across their area. The SDSO provides advice and leadership on issues relating to child and vulnerable adult protection issues within their area. They must ensure that Designated Safeguarding Leads are appointed within their area and that these leads undertake the level of training consummate with their role and responsibilities. Further they will ensure other staff, students and volunteers within their area undertake safeguarding training consummate with their role and contact with children, young people and vulnerable adults.
Each UCLan College/Service will identify an appropriate Designated Safeguarding Contact. This person will be a source of advice, support and communication and act as the safeguarding contact and Co-ordinator within his/ her area, acting as an integral element of UCLan’s safeguarding infrastructure. The Designated Safeguarding Contacts will liaise with their Senior Designated Safeguarding Officers who will represent them on the Safeguarding Steering Group. The Designated Safeguarding Contact has the responsibility to notify the Senior Designated Safeguarding Officer if they have any concerns regarding safeguarding issues.

**Safeguarding Steering Group** monitors and reviews UCLan’s Safeguarding policies and procedures on a regular basis and aims to support their effective implementation. The group meets each semester and is made up of the Principal Safeguarding Lead (Operational) and the Senior Designated Safeguarding Officers from the various Colleges/ Schools/ Services across the University. The group’s role is to oversee UCLan’s safeguarding arrangements, to monitor risk and mitigating actions in relation to safeguarding and ensure compliance. It will produce an annual action plan based on the annual safeguarding report.

### 6. Training and support

UCLan has identified existing staff to be safeguarding champions. Those with designated roles and responsibilities will be provided with specialist safeguarding training and continuing support to ensure that they are competent and confident to undertake these important roles. Specialist support will also be available to them (and any member of staff involved in a safeguarding case) as it is recognised that cases can at times be traumatic.

UCLan accepts that it is important to ensure that its staff are adequately trained to safeguard the children, young people and vulnerable adults they work with and themselves. This may involve some or all of the following, depending upon the nature of the duties performed by the member of staff:

- e-Learning Awareness raising (all appropriate staff and volunteers as an induction requirement)
- Basic L1 (3 hours) Awareness Training for those in positions of trust with children, young people and vulnerable adults. Renewable every 3 years
- L2 Training (6 hours) for those with Designated Safeguarding roles and responsibilities. Renewable every 2 years
- Specific/ specialist Early Years Safeguarding and Child Protection training at Level 1 and Level 2 as required by Ofsted for all staff and volunteers in the Pre-school Centre.

### 7. Recruitment and Selection of Staff and Engagement of Contractors

UCLan has published various guidelines to assist recruiters with the safeguarding element of their work:

- Recruitment and selection policy
- Declaration and Baring Scheme (DBS)
Policy Statement on the Recruitment of Ex-Offenders

The selection and recruitment process for staff provides UCLan with an opportunity to detect and deter candidates for jobs who wish to harm young people and vulnerable adults and/or those candidates who do not have an aptitude for such work.

UCLan’s Human Resources Service leads on the current arrangements for DBS for those posts requiring such a check. Whilst the DBS potentially provides additional safeguards, it is important to remember that it is part of a wider framework of safe recruitment and selection practices. In particular, it does not replace the need for ongoing vigilance in matters concerning safeguarding. Nor does it remove the need for UCLan to encourage in all its schools, services and departments the development and application of robust recruitment procedures including, where necessary, checking identity, qualifications, taking up references which indicate an individual’s suitability to work with children, young or vulnerable people, and enquiring into career history.

It is noted that students employed by UCLan are employees of UCLan. All UCLan students who are employed to work with children, young people and vulnerable adults and whose posts have been risk-assessed as requiring DBS checks will be subject to the provisions of the Vetting and Barring Service and of safe recruitment (or deployment if volunteering) processes. Any student employed to work with children, young people or vulnerable adults on activities is required to complete a self-disclosure whilst awaiting DBS checks.

Contractors who are engaged in regulated activities relating to children and vulnerable adults on behalf of the University are required to conduct relevant DBS checks in accordance with the requirements of the Safeguarding Vulnerable Groups Act (SVGA) and otherwise to comply with the vetting and reporting requirements of the SVGA. All contractors on UCLan premises are expected to follow this policy and procedures.

8. Staff Guidance

Members of staff whose work brings them into contact with children, young people or vulnerable adults should be familiar with the guidance, designed to keep themselves and the young people safe (appendix three). Although it addresses the specific situation of children and young people, its general principles and approach apply equally to the protection of vulnerable adults and staff should use it for this purpose. For certain of its activities, UCLan has additional guidance for participants other than staff (e.g. the behaviour towards each other of young people participating in a summer school based on UCLan’s campus).

9. UCLan Pre-school Centre

UCLan’s Pre-school Centre works within the legislative framework for safeguarding children required of all childcare providers. The Pre-school Centre’s Safeguarding policy is a separate document.
10. UCLan Sports Arena

UCLan’s Sports Arena works within the legislative and sector framework for safeguarding children, young people and vulnerable adults in sports. This approach is a professional requirement of all sports and coaching providers. The Sports Arena Safeguarding policy is a separate document.

11. Reporting concerns

Anybody reporting a concern in good faith and in the genuine belief that there are concerns relating to safeguarding will be supported to do so even in the event of that concern subsequently being found to be unsubstantiated.

It is not the responsibility of any one working for UCLan, in a paid or voluntary capacity, to decide whether or not abuse is taking place. However, there is a legal and moral responsibility to act on concerns to protect children, young people and vulnerable adults in order that UCLan can take any necessary action to protect them.

- UCLan staff have no investigative role
- It is not the place of UCLan employees or students to make a judgement about whether abuse has occurred - this is the remit of external agencies

Any incident which causes concern in respect of a child, young person or vulnerable adult should be reported immediately to the Principal Safeguarding Leads or Designated Safeguarding Officer (SDSO)/Designated Safeguarding Contact (DSC).

Below are examples of incidents that are required to be reported:

- There is a concern that a child, young person or vulnerable adult is, or may be subject to abuse, neglect or harm
- There is an approach by a child young person or vulnerable adult revealing that s/he is being, or has been harmed or groomed
- There is a concern that a relationship is developing which may be an abuse of trust
- There is a concern that a child, young person or vulnerable adult is becoming attracted to a member of staff
- There is a concern that a child, young person or vulnerable adult is becoming attracted to a colleague who has regular contact with them
- There has been a need to physically intervene to prevent a child, young person or vulnerable adult from harming themselves or another or from causing significant damage to property
- There has been a report from a child, young person or vulnerable adult who is alleging abuse regarding a staff member, volunteer or a member of an external organisation using UCLan’s facilities
- It becomes apparent, or likely that a child, young person or vulnerable adult
is being recruited or is recruiting into extremist organisations

12. Responding to an Allegation

All concerns relating to a child, young person’s or vulnerable adult’s welfare will be taken seriously and responded to proportionately and appropriately. The impact is potentially distressing for all concerned. It is important that all allegations are handled correctly and proper records are kept. For advice on how to deal with an initial disclosure, please refer to appendix four.

The Principal Safeguarding Leads will consider all concerns and complete the appropriate documentation (appendix five). They will provide support and where appropriate telephone the referral into Children’s Social Care/ Adult Social Care (CSC/ASC) or the Emergency Duty Team (EDT). In the case of children and young people they will normally advise parents/carers that this is being done. They will also ensure that the appropriate referral form for external agencies (CSC/ EDT or ASC) is completed within 24 hours. They will keep all original notes as these may be needed later. A principal of ‘least delay’ should always apply.

13. Recording Information

Information needs to be clearly recorded by the Principal Safeguarding Lead using information provided by the individual raising the concern. The concern may need to be referred on to the Local Authority Designated Officer, Children’s Social Care, Adult Protection Unit or the Police. Accurate recording is essential, as there may be legal proceedings at a later date.

The Principal Safeguarding Lead (Operational) will keep a record of the name and designation of the Children’s / Adult Social Care member of staff or Police Officer to whom concerns were passed and record the time and date of the call in case any follow-up is needed. They will ensure that all information is maintained safely in accordance with Data Protection legislation. Information should only be shared on a strictly “need to know” basis in the interests of protecting a child, young person or vulnerable adult.

For children and young people, it is the remit of the statutory agencies (Children’s Social Care and/or the Police) to investigate allegations or suspicions of abuse as detailed in Section 47 of the Children Act 1989. Children’s Social Care (formerly Children’s Social Services) has a statutory duty under the Children Act 1989 that is reinforced by the Children Act 2004 to ensure the welfare of a child. When a child protection referral is made, CSC staff has the legal responsibility to make enquiries. Inquiries may be carried out jointly with the police where a crime against a child/young person is alleged. There is always a commitment to work in partnership with parents or carers where there are concerns about their children. Similarly, a specialist team undertakes the investigation into concerns about neglect and abuse in the lives of vulnerable adults. This will involve talking to the vulnerable adult and possibly gathering information from other people who know them. Inquiries may be carried out jointly with the police where a crime against a vulnerable person is alleged. It is not the remit of anyone at UCLan to investigate. For further information about statutory agencies see appendix six.
14. Procedures for dealing with allegations or suspicion of abuse against an employee of UCLan at work

There may be three strands in the consideration of an allegation:

- A police investigation of a possible criminal offence
- Enquiries and assessment by children’s or adult social care about whether a child, young person or vulnerable adult is in need of protection or in need of services
- Consideration by UCLan as the employer, of action under the disciplinary policy, in respect of the employee against whom the allegation has been made. Note – an investigation would always be undertaken before disciplinary action was taken.

The unambiguous interaction of each strand with the others is the responsibility of the Principal Safeguarding Lead (Operational) and external agencies, to ensure that the response to each allegation is handled appropriately.

Certain Schools at UCLan that are involved in pre-professional training courses with oversight by professional regulatory bodies will have additional responsibility for ensuring that the operation of the safeguarding arrangements in their Schools and must recognise and respond appropriately to the particular employment contexts (and handling of disciplinary procedures) as per their existing procedures.

UCLan’s actions in responding to any such allegations will be informed by guidance contained in Chapter 6 (sections 6.32 to 6.42) and Appendix 5 of “Working Together to Safeguard Children” (2013) published by HM Government and the Care Act 2014.

Anyone who receives a report of an allegation should immediately inform the Senior Safeguarding Lead (Operational) who will liaise with the Local Authority Designated Officer (LADO) for children and young people or for vulnerable adults the Adult Protection Unit to establish whether the allegation warrants further investigation and/or action. If further action is warranted the Exec Dean/Service Director will be consulted about student issues and staff issues will be referred to the Executive Director of HR, who will arrange for the Principal Safeguarding Lead to advise the member of staff as soon as possible after the discussion between the Principal Safeguarding Lead (Operational) and Local Authority Designated Officer (LADO). It should be made clear to the employee that the meeting is not an investigatory meeting or disciplinary hearing.

The possible outcomes from the above action may include the following:

(a) That there should be an immediate referral to child protection agencies to deal with the matter. The Principal Safeguarding Lead (Operational) will be responsible for liaising with Children’s Social Care and other relevant agencies).

(b) That the allegation is without foundation and does not warrant further investigation.

(c) If the allegation was prompted by inappropriate behaviour by the employee this may need to be considered under UCLan’s Disciplinary
Procedure

Where allegations of abuse call for immediate referral to child protection agencies

- Subsequent action taken will be in accordance with the Local Safeguarding Children’s Board (LSCB) procedures Principal Safeguarding Lead (Operational)
- The Principal Safeguarding Lead (Operational) will not be part of the investigating team but they will be expected to contribute to discussions on how the investigation will be conducted
- The Principal Safeguarding Lead (Operational) will liaise with the agencies to obtain information on the progress of the investigation and update the relevant Senior Designated Safeguarding Officer and the Executive Director of HR.

UCLan will conduct an internal investigation. However, any investigation by the police, child or adult protection agencies will take priority and any internal processes will be held pending the outcome of these. The circumstances in which an internal UCLan investigation should take place will be discussed with the appropriate Local Authority Designated Officers for adults or children. As a general rule, an internal investigation will commence after the child or adult protection agencies have completed their investigation. All records relating to the matter and the investigation will be kept confidential by the University.

15. Procedures for dealing with an allegation of abuse by an individual of an external organisation using UCLan facilities

If a child, young person or vulnerable adult alleges abuse by an employee of an external organisation, a referral must be made to the Principal Safeguarding Lead (Operational). Following the outcome to any related investigation, the Principal Safeguarding Lead (Operational) will consider with appropriate senior management whether or not the external organisation should be permitted to continue using UCLan’s premises and facilities.

16. Children of Staff and Students on University Premises

Where children accompany their parent(s)/guardian(s) onto any part of the University campus they remain the responsibility of their parent(s)/guardians at all times. Whilst staff and students are not prohibited from bringing their children onto the campus in certain circumstances, they have a responsibility under the Children Act 1989.

Staff also have a legal duty under the Health and Safety at Work Act 1974 to ensure that their children are not put at risk or endanger others by their actions. The University reserves the right to direct that a child be removed from campus where the presence of the child is causing an unacceptable health and safety risk or an unreasonable risk to safeguarding.
Appendix One – Legal Context

- Children Act 2004
- Children Act 1989
- Working Together to Safeguard Children (HM Government 2013)
- No Secrets 2012
- Protection of Vulnerable Adults (POVA) guidance 2005- now Adult’s List guidance
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Mental Capacity Act 2005
- Human Rights Act 1998
- Sexual Offences Act 2003
- Rehabilitation of Offenders Act 1974
- UN Convention on the Rights of the Child 1989
- Data Protection Act 1998
- Care Act 2014
- LCC Local Safeguarding Children Board Policy and Procedures
- LCC Safeguarding Adults Board Policy and Procedures
Appendix Two - Glossary & Definitions

Adult at Risk
See 'Vulnerable Adult' below. There is currently a move away from the terminology ‘vulnerable adult’ as it has been recommended that this be changed to ‘an adult at risk’ as it has been suggested that the term ‘vulnerable adult’ reflects a medical model of disability. The new terminology is more in keeping with a social model of disability and recognition that a person should not be defined by their vulnerability and that many of the risks posed to individuals are situational as oppose to inherent. Adults are people over 18years of age.

Child
Throughout this document references are made to ‘child/children’ and ‘young person/people’. These terms are used interchangeably and refer to people under the age of 18 years. ‘Children’ are defined as any young person under the age of 18 within UK legislation\(^2\) and are therefore recognised as having additional vulnerabilities and requiring of greater protection. The fact that a child has reached 16 years of age, is living independently or is in further education does not change his or her status or entitlement to services or protection under the Children Act 1989.

Child Abuse
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. The four types of abuse\(^3\) are:

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person. It may feature age or developmentally

\(^2\) Children Acts 1989 and 2004
\(^3\) Working Together to Safeguard Children, HM Government 2013
inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child; young person or vulnerable adult is to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food or clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or unresponsiveness to, a child’s basic emotional needs.

Child Protection

Child protection is an important element of safeguarding and promoting welfare which relates to specific children or young people who are who are suffering, or are likely to suffer, significant harm⁴.

Child protection refers to the activity that is undertaken to protect specific children and young people. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

⁴ Children Act 1989 and Working Together to Safeguard Children, HM Government 2013
Local Safeguarding Children Board (LSCB)

All local authorities must have a Local Safeguarding Children Board (LSCB). They were made mandatory by the Children Act 2004 and replaced Area Child Protection Committees (ACPCs) in 2006. They are made up of senior managers from the Statutory, Independent and Voluntary sector. LSCBs provide the framework, rules and guidelines in a locality for safeguarding children. The LSCB is the key statutory mechanism for agreeing how the relevant organisations (including UCLan) in each local area will co-operate to safeguard and promote the welfare of children locally, and for ensuring the effectiveness of what they do.

Regulated Activity

At the core of the Disclosure and Barring Scheme (DBS) is a concept known as regulated activity. The Safeguarding Vulnerable Groups Act 2006 states that a person is engaging in regulated activity if, on a frequent or intensive basis, they are either carrying out a specified type of work with children or vulnerable adults, or any form of work that takes place at a specified place. “Frequent” is defined as once a month or more on an on-going basis and “intensive” as three or more times within a thirty-day period, or overnight (between 2.00am and 6.00am).

Regulated activities can include, but are not limited to, any of the following:

- Teaching, training or instruction, care or supervision of children or provided wholly or mainly to vulnerable adults;
- Providing advice or guidance for children
- Providing advice, guidance or assistance wholly or mainly to vulnerable adults;
- Any form of healthcare treatment or therapy provided to children or vulnerable adults.
- Driving a vehicle that is being used for the specific purpose of conveying children or vulnerable adults
- Working in a specified place

Safeguarding

Safeguarding and promoting the welfare of children and young people is defined as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development

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5 Working Together to safeguard Children, HM Government 2013
• Ensuring that children are growing up in circumstances consistent with the
• Provision of safe and effective care and
• Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Safeguarding therefore refers to the actions taken to promote the welfare of all children and young people and the measures we put in place to ensure a child-focused environment and workforce and to minimise the risks of harm.

**Significant Harm**

Was introduced in the Children Act 1989 as the threshold that justifies compulsory intervention to protect the best interests of children.

**Vulnerable Adult**

The most widely accepted definition is that a ‘Vulnerable Adult’\(^6\) is a person aged 18 or over

‘Who is or may be in need of community care services by reason of mental or other disability, age or illness;

and

‘Who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation’.

There are a number of definitions embedded in legislation. The Protection of Vulnerable Adults Regulations (2002) provides the following: A vulnerable adult is a person aged 18 and over who has one or more of the following conditions (a) a learning or physical disability (b) a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or (c) a reduction in physical or mental capacity.

As amended by the Protection of Freedoms Act 2012 people with physical or mental health conditions, or with learning disabilities, are not vulnerable adults just because of their condition. They will be defined as vulnerable adults when they receive health, social care or other services, or activities specifically for people with physical or mental health conditions, or learning disabilities. It is the activities/ support that an adult receives or requires which now leads to an adult being considered vulnerable at a particular time, not their particular characteristics or circumstances.

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\(^6\)‘No Secrets’, Department of Health 2000
The following learning difficulties are not treated as disabilities that lead to classification of the individual as a vulnerable adult: dyslexia, dyscalculia, dyspraxia, Irlen Syndrome, alexia, auditory processing disorder or dysgraphia.

A vulnerable adult is also defined in No Secrets (DH 2012) as:

‘A person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.’

Although the following list is not exhaustive, an adult at risk may be a person who:

- Is frail due to age, ill health, physical disability or cognitive impairment, or a combination of these
- Has a learning disability
- Has a physical disability and/or a sensory impairment
- Has mental health needs including dementia or a personality disorder
- Has a long-term illness/condition (the Safeguarding Vulnerable Adults Act 2006 specifically excludes dyslexia, dyscalculia and dyspraxia are excluded disabilities)
- Misuses substances or alcohol
- Is unable to demonstrate the capacity to make a decision and is in need of care and support.

A vulnerable adult at risk is any person who needs extra support, for example because they are frail or may have a severe learning disability, physical disability, sensory impairment or mental health problem and who are unable to protect themselves against harm and abuse. For those who do not meet the criteria as a vulnerable adult but who nevertheless appear to be at high risk there are alternative sources of referral and support – Check with Student Services for more detail.
Appendix Three – Staff and Student Guidance – Working with children, young people and vulnerable adults

Staff, students and volunteers participating in UCLan events and activities may be in contact with children, young people or vulnerable adults. To keep everyone safe, please follow the guidance detailed below:

- Provide guidance for everyone about acceptable and unacceptable behaviours with children, young people and vulnerable adults
- Identify staff, volunteers and students working for UCLan who need further safeguarding training
- Deter anyone who wished to harm a child, young person or vulnerable adult from seeking employment at UCLan

Staff Guidance

UCLan wishes to ensure that anyone working for UCLan, with children, young people and or vulnerable adults understands how to keep everyone safe. Staff and students will follow this guidance in order to protect themselves, children, young people and vulnerable adults. The following examples will create a positive and safe environment for vulnerable groups as they participate with us in UCLan activities.

Staff should:

- Treat everyone with fairness and respect and provide an example that they would wish others to follow
- Work openly avoiding private or unobserved situations and working in isolation. Aim to ensure that they are not the only adult present and are at least within sight or hearing of others.
- They are advised to always leave the door open if they find themselves in a room alone with a child, young person or vulnerable adult
- Maintain a safe and appropriate distance and be aware that physical contact may be misinterpreted
- Respect each child’s, young person’s or vulnerable adults right to privacy
• Exercise caution when discussing sensitive issues with children, young people or vulnerable adults

• Behave according to the guidance offered in this Code

• Ensure that if any form of manual/physical touching is required, it should be given in an open observable environment. The reason why this is necessary should be explained to the child, young person or vulnerable adult and their informed agreement gained. In sporting situations this should be according to guidelines provided by the appropriate National Governing Body, and in other instances according to UCLan policy.

• Unacceptable behaviour by staff or students should be challenged and all allegations or suspicions of abuse should be reported to the Principal Safeguarding Lead (Operational)

• The welfare of the child, young person or vulnerable adult must be the first priority.

• In all activities feedback should be constructive rather than negative

Staff or volunteers should never:

• Spend excessive time alone with children, young people or vulnerable adults away from others

• Discuss their personal life

• Give out their personal contact details (personal phone or mobile number, email or home address)

• Become ‘friends’ on social networking sites

• Leave groups of children or young people unsupervised

• Allow a child, young person or vulnerable adult is to use inappropriate language without challenging it

• Do things of a personal nature that children, young people or vulnerable adults can do for themselves (If a child has a disability any tasks should be performed only with the full understanding and consent of the parent or guardian and, where possible, the child or young person themselves)

• Allow allegations made by a child, young person or vulnerable adult to be ignored, not recorded or not acted upon

• Engage in rough physical or sexually provocative games

• Make sexually suggestive comments, even in fun

• Allow or engage in any form of inappropriate touching
In residential settings, staff should never:

- Share a room overnight with a child, young person or vulnerable adult or invite them into their room
- Go into a child’s, young person’s or vulnerable adults’ room unless it is absolutely necessary (where this is deemed necessary, two members of staff should enter)
- Take photographs, videos or other images of a child or young person without the express permission and informed written consent of their parents or guardians.
Appendix Four – How to deal with a disclosure

If a child, young person or vulnerable adult says or indicates that he or she is being abused, or information is obtained which gives concern that they are being abused, the person receiving this information should:

- Seek advice from the Principal Safeguarding Leads without delay - this must always be a same day discussion.
- Ensure the immediate safety of the child, young person or vulnerable adult
- If the child, young person or vulnerable adult needs immediate medical treatment, telephone Security and ask them to call for an ambulance, informing the call centre that this is a safeguarding issue
- Not promise to keep secrets and remind the child, young person or vulnerable adult of the limits to confidentiality
- React in a calm and considered way so as not to frighten or deter the child, young person or vulnerable adult
- Believe what the child, young person or vulnerable adult is telling them and respond appropriately
- If appropriate reassure the child, young person or vulnerable adult he/she is not to blame for what has happened and that he/she was right to share this information
- Take what the child, young person or vulnerable adult says seriously, recognising the difficulties inherent in interpreting what is said by a child, young person or vulnerable adult who has speech disability and/or differences in communication or language
- Keep any questions to the minimum required to clarify the concern and ensure a clear and accurate understanding of what has been said. Only use open questions.
- Do not ask leading questions or make suggestions about what may have happened
- Listen without interrupting if the child, young person or vulnerable adult is recounting significant events
- Reassure the child, young person or vulnerable adult and tell them what you will do next

Ideally, where the child, young person or vulnerable adult has made a disclosure, a verbatim record of their account of what occurred in their own words should be recorded and should include details of the nature of the allegation or concern, a description of any injury (you must not remove clothing to inspect any injuries or take photographs), times, dates, places and any other details. Do not worry if you feel you have missed something – refer to the Principal Safeguarding Leads who will pick up further questions/actions.
The person receiving the disclosure or information should NOT:

- Panic or allow any shock or distaste to show
- Make promises of confidentiality but explain that they will need to pass on this information to those who need to know
- Show disbelief or fail to take the allegations seriously
- Ask questions other than to clarify that they have enough information to act
- Speculate or make assumptions
- Make negative comments about the alleged abuser
- Approach the alleged abuser
- Make promises or agree to keep secrets
- Fail to take responsibility for reporting the concern
## Appendix Five - SG1/VA1: Recording Pro-forma Confidential

### Child / Vulnerable Adult

<table>
<thead>
<tr>
<th>Name:</th>
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<tr>
<td>Date of Birth:</td>
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<td>Address and Post Code:</td>
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<tr>
<td>Parent/Carer Name</td>
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<td>(C&amp;YP only)</td>
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<tr>
<td>Telephone</td>
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<td>If known CAF ID (C&amp;YP only)</td>
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### Person Reporting Incident

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<th>Name</th>
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<td>Position</td>
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<tr>
<td>Contact details</td>
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<td>Support required/ Reasonable adjustments to be made</td>
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### Details of concern

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<tr>
<td>Location</td>
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<tr>
<td>Nature of concern</td>
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<td>Observations</td>
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### Action taken

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<td>Views of Child/YP/Vulnerable Adult</td>
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### Information received by Safeguarding Contact or Senior Designated Safeguarding Officer

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<tr>
<td>Position</td>
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<td>Contact details</td>
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<td>Signature</td>
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### Response by Principal Safeguarding Lead (Operational) or Senior Designated Safeguarding Officer

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<td>Outcome/ decision</td>
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### Parent/Guardian informed (C&YP only)

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<td>Contact details</td>
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<td>Details of discussion</td>
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### Others informed – including external agencies

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<td>Contact details</td>
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<td>Details of discussion</td>
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### Referral Pro-forma Sent to External Agency

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### Form completed by

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<td>Date</td>
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Appendix Six - Statutory Agencies and Roles

Local Authority Designated Officers (LADO)

This is a key role in accordance with statutory guidance\(^7\), every Local Authority must have a Designated Officer (LADO) who is responsible for providing advice, liaison and monitoring the progress of cases where allegations have been made against people who work with children and vulnerable adults. The LADO should be informed directly, or via Children or Adult’s Social Care/the Police if they are involved, of all allegations that come to UCLan’s attention where it is alleged that a person who works with children or vulnerable adults has:

- Behaved in a way that has harmed, or may have harmed, a child/vulnerable adult; or
- Possibly committed a criminal offence against children/vulnerable adults; or vulnerable adults

This applies to paid and unpaid roles, volunteers, casual, agency or self employed roles and captures concerns/allegations/offences emanating from outside of work as well as within the workplace. The LADO is involved from initial phase to conclusion and provides advice and guidance, helping to determine that the allegation sits within the scope of the procedures. The LADO helps co-ordinate information sharing with the right people—key role in making linkages. They monitor and track any investigation in the expectation that it will be resolved as quickly as possible.

The Principal Safeguarding Lead (Operational) aims to ensure that UCLan and its staff comply with this requirement.

Children’s Social Care (previously Social Services)

Children’s Social Care has the statutory duty to ensure the welfare of children and to work with the LSCB to comply with its procedures. When a safeguarding referral is made, Children’s Social Care has a legal responsibility to make enquires where a child who lives or is found in their area is considered to be at risk of, or actually suffering from, significant harm. This may involve talking to the child and family, and gathering information from other people who know the child. Enquires may be carried out jointly with the Police where a crime has been alleged. If action needs to be taken urgently and out of office hours, then the Police will deal with the enquiry sensitively and effectively. Children’s Social Care will link in closely with their respective LSCB and cross-reference the guidance produced by the LSCB. Children’s Social Care are a very important source of advice and support.

\(^7\) Working Together to Safeguard Children, HM Government 2013
**Emergency Duty Team**

The out-of-hours team that deals with both childcare and adult emergency referrals to social services.

**Adult Protection Unit**

In Lancashire there is a pan Lancashire Adult Protection Unit that is part of the Multi-agency Safeguarding Hub (MASH) team.