

The University of Leicester

Working with young people and vulnerable adults

Safeguarding Policy and Code of Practice

June 2006

Contents (insert page numbers for reference)

- 1 Introduction
2. Principles
3. Review and Monitoring
4. Working with children and adults in research
5. Working with external organisations
6. Data Protection
7. Whistleblowing

Appendices

- A. Safeguarding staff and structures
- B. CRB Checking
- C. Definitions of abuse and recognizing abuse
- D. Taking Action
- E. Incidents that MUST be reported/recorded
- F Procedures for dealing with allegations or suspicion of abuse
 1. against a member of the university
 2. against a person unconnected with the university
- G. Minimising risk
- H. Forms and procedures
 - a. Risk assessment briefing notes
 - b. Risk assessment pro-forma
 - c. Parental Consent form
 - d. Image Consent form
 - e. Special needs (medical, disability, dietary, learning needs) enquiry form
 - f. Code of conduct for staff and students of the university
 - g. Code of conduct for young people visiting the university
 - h Incident report form.

1 Introduction

1.1 Working with children under the age of 18 is a common activity for staff, in both research and teaching activities. Aimhigher and other outreach activities will bring increasing numbers of children into contact with members of the University, including Student Guides, Mentors, Ambassadors and Volunteers. Members of staff and students may also work with vulnerable adults and the principles set out in these guidelines apply equally to this area. Where this policy and strategy document refers to children, it can also be assumed to be referring to vulnerable adults. The term 'safeguarding' is therefore used throughout this document to mean the protection of children and vulnerable adults.

1.2 Working together to safeguard children and vulnerable adults will also help to ensure that staff and students working with children and vulnerable adults are also protected from false or unwarranted allegations and that the University's reputation is also safeguarded.

1.3 The University wishes to ensure that it maintains the highest possible standards to meet its responsibility to protect and safeguard those children for whom it has responsibility. This policy sets out procedures to follow when staff have direct or indirect contact with children. The policy also covers procedures for dealing with concern about a child's welfare and cases where an allegation is made about a member of the University or other agent acting on its behalf. It also provides information to ensure that members of the University do not put children at risk. It is designed to protect both those in a position of trust and those for whom they have responsibility. For the purposes of this document, a member of the University may be a member of staff or a student of the University.

1.4 This document and associated policy and procedural documents should be available for reference in all University Departments, including non-teaching departments.

2. Principles

2.1 This policy and code of practice is based on the following principles:

- A child is a person under the age of 18. A vulnerable adult is anyone of 18 years or over who is vulnerable by reason of temporary or permanent mental or physical disability or incapacity.
- An acknowledgment that children can be victims of physical, sexual, and emotional abuse, neglect and bullying. All children have the right to live in safety and be protected from abuse.
- Abuse can have serious and long-term effects on all aspects of a child's health, development and well-being. Sustained abuse is likely to have a deep effect on a child's self-image, self-esteem and future life.
- The safety and welfare of children is paramount and is the responsibility of all members of the University to help to prevent abuse and to act on any concerns
- Children must be listened to, and any allegation or suspicion that they have been the victims of abuse or ill treatment will be taken seriously and responded to swiftly and appropriately.
- The above principles will apply equally to all, irrespective of their race, culture, religion or belief, language, gender, age, disability or sexual orientation.
- The University will take all reasonable steps to ensure that unsuitable people are prevented from working with children, through its recruitment practices, CRB checks and induction procedures.

- Those in a position of trust should have a clear understanding of the responsibilities this carries and should not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded, could be made. The University recognises the potential of both men and women to abuse a position of trust.
- All members of the University have a duty to raise concerns, without prejudice to their own position, about behaviour by staff, managers, volunteers, students or others, which may be harmful to those in their care and will receive appropriate support when doing so.
- The University is committed to providing on-going Safeguarding training for all those working with children and will review the operational guidelines in place either annually or in response to staff changes, legislative change, amendments to the Criminal Records Bureau Disclosure Guidelines or advice from the Local Authority Child Protection team.

3 Review and monitoring

3.1 This Policy and these Procedures will be regularly monitored and reviewed:

- In accordance with changes in legislation and guidance on the protection of children and vulnerable adults or any changes within the University of Leicester
- Following any issues or concerns raised about the protection of children or vulnerable adults within the University of Leicester
- In all other circumstances, at least annually through the Autumn sitting of the Staffing Committee

3.2 The University Safeguarding Officers will record any incidents related reported to them and will report to the Registrar. Confidentiality will be maintained at all times. Any concerns or patterns that emerge will be dealt with appropriately. An annual incident report will be submitted alongside the policy review to the autumn meeting of the Staffing Committee.

4. Working with children and vulnerable adults in research

4.1 Any research activities involving children or adults must be referred to the University's Research Ethics Committee for approval prior to the commencement of the research.

5 Working with external organisations

5.1. External organisations working with children on university premises should have their own child protection policy and procedures.

6. Data Protection

6.1 Any information regarding Safeguarding issues will be stored in a secure place and there will be limited access to this by the Safeguarding Officers and the Registrar.

6.2 Information relating to any disclosures will be passed to the local Social Services Department, Police Authority or other relevant agency only. Concerns relating to Safeguarding which have not been referred to an external body will be retained in a secure location by the Safeguarding Officers for a period of one year.

7. Whistleblowers

7.1 In accordance with the *Public Interest Disclosure Act 1988*, the University will support and protect those staff and students who, in good faith and without malicious intent, report suspicions of abuse or concerns about colleagues and their actions. Members of the University are expected to follow the procedures laid out in this policy.

Appendix A

Safeguarding Staff and Structures

The Registrar has overall responsibility for Safeguarding and for any disciplinary actions arising from allegations made against students or staff.

There are two trained Safeguarding Officers

Clare Taylor (Senior Welfare Officer)

Email: cft3@le.ac.uk

Office: 0116 223 1185

Home: 01455 845 405

Mobile: TBA

Jean Baxter (Assistant Registrar, Widening Participation and Outreach)

Email: jb74@le.ac.uk

Office 0116 223 1381

Home: 0116 2214042

Mobile: 07786748364

The Safeguarding Officers and University Security hold the emergency contact details for the Registrar and Director of Personnel.

University Security:

NSPCC – 0800 800500

Leicestershire Social Services – 01509 266641

Leicestershire Social Services Emergency Duty Team – 0116 2551622 (out of hours)

Police Child Protection team – 0116 2222222

Childline – 0800 111111

Appendix B

Criminal Record Bureau Disclosures

B.1 Schools and colleges have formulated more robust procedures for risk assessment and CRB Disclosures. Staff and students of the University working with children may therefore need to apply for a Criminal Record Bureau Disclosure.

B.2. Staff and research staff disclosures are carried out through the Personnel Office. Student disclosures required because of the nature of the course of study are carried out in the School of Social Work, The School of Medicine and in the School of Education. Other student disclosures for volunteering or outreach activities are carried out in the Admissions Office.

B.3. Volunteers working in any context within the university where they might come into contact with children or vulnerable adults should undertake a CRB Disclosure and receive basic child protection training as part of their induction.

Appendix C

Definitions of abuse

There are five main forms of abuse, although there are variations within these:

C.1 Physical Abuse

This involves deliberate physical harm to children. It includes hitting, shaking, throwing, squeezing, burning and biting, as well as giving children alcohol, inappropriate drugs or poisonous substances. It also includes attempted suffocation or drowning and fabricating the symptoms of an illness. Reasonable physical restraint to prevent a child from harming themselves, another person, or from causing serious damage to property is not deemed to be abuse.

C.2 Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and involves the use of children by adults – both male and female – to meet their own sexual needs. This could include direct sexual activity, penetrative or non-penetrative acts, masturbation, taking indecent photographs or videos, or showing children pornographic material or encouraging them to behave in sexually inappropriate ways.

C.3 Neglect

This involves the failure to meet the child's physical and/or psychological needs and is likely to result in the serious impairment of the child's health or development. It may involve a failure to provide food, warmth, clothing, love, affection, attention and recognition, or a failure to protect a child from physical harm or danger, or a failure to ensure access to appropriate medical care or treatment.

C.4 Emotional Abuse

This involves the persistent emotional ill treatment of a child such as to cause a severe and adverse effect on the child's emotional development. As well as persistent lack of love and attention, this includes constant criticism, threats, taunting and words and action that demean the child. Within the context of a University, it may include persistent denigration of a child's work or ability. It may involve conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve causing a child to feel frightened or in danger, or the exploitation or corruption of children. There is some level of emotional abuse in all types of child abuse, but it can also occur alone.

C.5 Bullying

This is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, written or physical.

Recognising abuse

C.6 Staff and students of the university working with children engaged in activities provided by the university or in other contexts need to remain aware of the signs of abuse to be able to respond appropriately.

C.7 Child abuse can happen within a child's family and in institutional or community settings. Some individuals seek to use voluntary and community organisations to gain access to children, and it is necessary to have an open mind when the possibility arises that a child has suffered abuse or a member of the University is suspected of abuse or inappropriate activity. The following may indicate that a child is being or has been abused:

- Unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally.
- An injury for which the child's or adult's explanation appears inconsistent.
- The child describes an abusive act or situation.
- Unexplained changes in behaviour.
- Inappropriate sexual awareness or sexually explicit behaviour.
- The child appears distrustful of adults.
- The child is not allowed to be involved in normal social activities.
- The child becomes increasingly dirty or shabby.

C.8 **The recognition of abuse is not always easy and the University acknowledges that its staff and students may not be experienced in this area and will not easily know whether or not abuse is taking place. Indeed, it is not the place of University members to make such a judgement. However, it is their responsibility to act on concerns in order to safeguard the welfare of the child.** It is for this reason that the University has appointed Designated Safeguarding Officers (Current contacts can be found in **Appendix A**).

Appendix D Taking Action

D.1 Members of the University are encouraged to discuss any concerns with the nominated Safeguarding Officers for the University. If those concerns relate to a nominated Safeguarding Officer then the Registrar should be notified in the first instance. If an individual feels that the Safeguarding Officers or Registrar has not responded appropriately, then they are free to contact Social Services or the Police Child Protection team directly.

D.2 Every effort should be made to maintain confidentiality. Suspicions must not be discussed with other than those nominated above. If a Safeguarding Officer is not available then individuals should not delay and should contact the Registrar.

D.3 The Registrar has the responsibility to act on behalf of the University in dealing with allegations or suspicion of abuse or neglect and for referring the matter to the appropriate statutory authorities. The Safeguarding Officers are responsible for collating details of the allegation or suspicion. It is the task of Social Services, not the University, to investigate the matter, under section 47 of the *Children Act 1989*.

D.4 Under no circumstances should members of the University carry out their own investigation into suspicions or allegations of abuse, neither should they question children closely, as to do so may distort any investigation that may be carried out subsequently by the Police or Social Services.

D.5 If a child says something or acts in such a way that abuse is suspected, the person receiving the information should:

- React in a calm but concerned way.

- Tell the child that s/he is right to share what has happened; and that s/he is not responsible for what has happened.
- Take what the child says seriously.
- Keep questions to an absolute minimum only to clarify what the child is saying; not to interrogate.
- Not interrupt the child when they are recalling significant events.
- Reassure the child that the problem can be dealt with.
- Not give assurances of confidentiality which cannot be kept but should reassure the child that the information will only be passed on to those people who need to know.
- Make a full record of what is said and done, though this should not result in a delay in reporting the problem.

D.6 The record should include:

- A verbatim record of the child's disclosure. This may be used later in a criminal trial and it is vital that what the child discloses is recorded as accurately as possible. Therefore, the record must be drafted in the child's words and should not include the assumptions or opinions of others.
- The nature of the allegation or concern.
- A description of any visible physical injury (clothing should not be removed to inspect the child).
- The child's account of what has occurred.
- Any dates, times or places and any other potentially useful information.

A pro-forma incident report form is attached in Appendix H

D.7 The problem should be reported IMMEDIATELY to one of the University's Safeguarding Officers who will take the appropriate action. If the concern arises out of normal office hours (evenings and weekends) duty numbers for the Safeguarding Officers are given in these guidelines (p) If the allegation concerns a member of the Safeguarding team contact should be made with the Social Services Emergency Duty Team on 0116 2551622. Advice can also be sought from the NSPCC 24 hour helpline on 0800 800500 or from the Police Child and Vulnerable Adults Protection Team on 0116 2222222.

D.8 It is recognised that staff may need support after receiving a disclosure from a child and will be offered appropriate counselling.

Appendix E

Incidents that MUST be reported/recorded

E.1 If any of the following occur you should report this immediately to a Safeguarding Officer:

- If you accidentally hurt a child.
- If he/she seems distressed in any way.
- If a child appears to be sexually aroused by your actions.
- If you are concerned that a relationship is developing that could represent an abuse of trust.
- If you are concerned that the child is becoming attracted to you.

- If you are concerned that a colleague is becoming attracted to someone in his/her care.
- If a child misunderstands or misinterprets something you have done.
- If you have had to use reasonable physical restraint to prevent a child harming themselves, or another, or from causing significant damage to property.
- If a child reports an allegation of abuse regarding a member of an external organisation using University facilities.

Appendix F

Procedure for dealing with allegations or suspicion of abuse

F1 Against a member of the University at work

F.1a This can be an extremely difficult issue to deal with. It can be difficult to accept that a colleague may deliberately harm a child. It may also be that the behaviour that causes concern is bad practice rather than abuse. When a concern arises, there are three processes that may need to take place. These are:

- A Safeguarding investigation.
- A criminal investigation.
- Action by the University to discipline or remove the member of the University.

F.1.b It is important that these are properly co-ordinated and that events are managed in the right order. For this reason, the University will take no direct action against a member of the University without the advice and agreement of the investigating agencies (e.g. the police, NSPCC or Social Services), except where such action is necessary to protect a child.

F.1.c If, following consideration and any consultation, the concern clearly is about bad practice rather than abuse, the Safeguarding Officers will notify the Registrar who will take the necessary action to advise, manage or instigate disciplinary action against the member of the University about whom the allegation has been made.

F.1.d Irrespective of the outcome of the Police and Social Services investigations, the University may consider suspension and/or disciplinary action in accordance with its usual disciplinary procedure.

F.1.e Suspicion of abuse involving either of the designated Safeguarding Officers must be referred in the first instance to the Registrar.

F.2. Against a person unconnected with the University

F.2.a As a result of their contact with a child, members of the University may become concerned about the welfare of the child and may be concerned that the child is being abused by someone unconnected with the University. In these circumstances the individual should report their concerns to the Safeguarding Officers as outlined in 5.1 above.

Appendix G

Minimising Risk

G.1 All members of the University should be encouraged to demonstrate exemplary behaviour when working with children in order to protect children from abuse and

themselves from false allegations. The following are common sense examples of how to create a positive culture and climate

G.2. Good practice

- Maintain a register of children you are working with at any given time, check this at frequent intervals, e.g. when you are moving location with the children,
- Work in an open environment avoiding private or unobserved situations and encouraging open communication. Avoid spending excessive amounts of time alone with children away from others.
- Treat all children equally, with respect and dignity.
- Always put the welfare of the child first.
- Maintain a safe and appropriate distance with children. It is not appropriate for staff, students or volunteers to have an intimate relationship with a child.
- Ensure that if any form of manual/physical touching is required, it should be provided openly. In sporting situations this should be according to guidelines provided by the appropriate National Governing Body, and in other instances according to University policy.

The following should never be sanctioned. You should never:

- Engage in rough physical or sexually provocative games.
- Share a room overnight with a child or invite children into your room
- Go into a child's room unless absolutely necessary. (If it is necessary, two members of staff should enter.)
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child, even in fun.
- Deliberately reduce a child to tears as a form of control.
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Invite or allow children to stay with you at your home unsupervised.
- Do things of a personal nature for children that they can do for themselves.

H. Forms and procedures

The following forms and briefing notes can be used when considering any activity involving children or vulnerable adults. Further advice and practical help can be obtained by contacting the Widening Participation and Outreach Office on 0116 223 1381

Risk Assessment – Briefing Notes

Risk assessments always seem unnecessarily complicated but they are really very simple to undertake. Follow these guidelines:

What is happening?

Draw up a programme of the event. Are there any hazards (travel, fire, chemicals, unusual lighting effects).

Does your programme include 'housekeeping' information (toilets and fire drill)

Who?

Do you have a register of people attending, including teachers and helpers?

Do you have information about disabilities, special needs, dietary needs, medical information?

If not, is this information held by a teacher?

Does the information you have allow you to identify a person if they are missing?

Where?

Taking into account what is happening and who is involved:

Note locations and whether stairs or lifts are involved.

How are people going to move around.

Have you factored in enough time for moving from place to place?

If activities are on upper floors will the lifts cope with numbers?

Where will people eat.

Where are the toilets.

Where are the fire exits

Where are your nearest first-aiders

Risk assessment pro-forma.

School/parental consent form

Image consent form

Special needs enquiry form

Code of Conduct for staff and students)

Code of Conduct for visitors

INCIDENT REPORT FORM

University of Leicester Widening Participation and Outreach

<p><u>Name of child/young person</u> (first name and surname)</p>			
<p><u>Nature of allegation or concern</u> What was seen, said or alleged to have taken place</p>			
<p><u>When was this alleged to have happened?</u> Date(s), time(s), location(s) Record as accurately as possible</p>	<p><u>Date(s):</u></p>	<p><u>Time(s):</u></p>	<p><u>Location(s):</u></p>
<p><u>Names of those persons alleged to be involved.</u> Note how they were alleged to be involved next to their name i.e. perpetrator, bystander</p>	<p><u>Names</u></p> <ol style="list-style-type: none">1.2.3.4.5.6.7.8.		<p><u>How involved</u></p>

<u>Child/young person's account of what has occurred</u> (Do not include assumptions or opinions of others)			
<u>Any other potentially useful information</u>			
Description of any visible physical injury (Do not remove clothing to inspect)			
<u>Observations of child/young person's emotional state</u> i.e. crying/trembling/withdrawal			
<u>Date, time and location of this record being made</u>	<u>Date:</u>	<u>Time:</u>	<u>Location:</u>
<u>Full name of person making record</u>			
<u>Position of person making this record</u>			
<u>Signature of person making this record</u>			

It's never too late

If you have been abused in the past, you can still seek help to deal with how you feel. There are many confidential helplines and organisations that you can talk to. Please find the courage to call, especially if the perpetrator still has access to children.