

# SAFEGUARDING CHILDREN AND VULNERABLE ADULTS POLICY



<b>Document Title:</b>	Safeguarding Children and Vulnerable Adults Policy
<b>Document Author:</b>	Nicola Barden, Student Services
<b>Responsible Person and Department:</b>	Nicola Barden, Student Services
<b>Approving Body:</b>	Planning and Resources Committee
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<b>Summary:</b> This policy works together with the <i>Code of Practice: Health and Safety of Children and Young Persons on the University of Winchester Premises</i> and the <i>Code of Practice for Safeguarding Children and Young People in University-Organised Activities</i> ; these documents are appended. Together they provide policy, procedure and guidance for the safeguarding of children and vulnerable adults who are engaged with the University.	

## **Safeguarding Children and Vulnerable Adults Policy**

This policy is written with reference to the Children's Act 1989 and 2004; the Government's 2015 report 'Working Together to Safeguard Children'; the DIUS document 'Safeguarding Children: Guidance for English HEIs'

### **1. Statement of Intent**

1.1 The University is committed to providing a safe and secure environment for all students, staff and individual visitors who access its facilities and services.

1.2 The University recognises its particular responsibility to safeguard the wellbeing of children and vulnerable adults engaged in the breadth of the University's activities by ensuring that there are appropriate arrangements in place to provide a safe and secure environment and to deal with issues concerned with suspected or reported abuse of children and vulnerable adults.

1.3 The University seeks to ensure that its policies and procedures comply with statutory duties, reflect guidance and good practice in safeguarding children and vulnerable adults, and that safeguarding arrangements are proportionate and based upon common sense.

1.4 The University recognises that it has a duty to help staff and students recognise their responsibilities through guidance, support and training.

### **2. Who and what does this policy cover?**

2.1 Primary and secondary schools and Further Education colleges have a statutory duty to safeguard and protect young people in their care. There is no legislation directed specifically at Higher Education Institutions. However, there is a common law duty to take such steps that in the circumstances of an educational institution are reasonable to ensure that a child or vulnerable adult is safe and that reasonably foreseeable harm does not occur as a result of careless acts or omissions of the institution.

2.2 This Policy covers children and vulnerable adults according to the following definition:

- A child is a person under the age of eighteen years
- A vulnerable adult is a person aged eighteen or over who is or may be in need of community care services by reason of disability, age or illness; and who is or may be unable to take care of or unable to protect him or herself against significant harm or exploitation.

2.3 Safeguarding duties are integrated with promoting the welfare of children, described as:

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

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

This extends the meaning of safeguarding, which focusses more on taking all reasonable measures to minimise the risks of harm to the welfare of children and vulnerable adults.

2.4 Together with this comes reinforcement of the principles of sharing appropriate information. Safeguarding is understood to be the responsibility of everybody who comes into contact with a child or vulnerable adult who may be at risk of harm. This means that the reference to 'staff' in this document includes staff of the University and the Student Union, students, volunteers and Governors; anyone approved to teach or examine on its courses; external contractors. All staff (as defined above) working in a regulated activity with children or vulnerable adults will be appropriately checked, in line with the Disclosure and Barring Service, through Human Resources.

2.5 Regulated activity is defined as:

- i) any activity which involves contact with children and is of a specified nature (e.g. teaching, training, care, supervision, advice, treatment or transport) or any activity allowing contact with children in a specified place (e.g. schools, children's homes)
- and
- ii) where that activity is frequent, intensive or overnight
- and
- iii) where that activity is wholly or mainly the role, and not merely incidental.

Frequent and intensive for regulated activity is defined as:

- i) In child settings: frequent means regular, repetitive activity once a week or more; intensive means four or more days in any one 30 day period (e.g. field trips, summer schools)
- ii) In health settings (medical/social care): frequent means once a month or more; intensive means three or more days in any one 30 day period.

The Disclosure and Barring Policy for applicants and students can be found on:

[http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/PublicDocuments/Disclosure%20and%20Barring%20Service%20\(DBS\)%20Policy.pdf](http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/PublicDocuments/Disclosure%20and%20Barring%20Service%20(DBS)%20Policy.pdf)

### **3. What to do: Safeguarding structure and responsibilities**

3.1 The University has a designated University Safeguarding Officer (USO), who also takes on the role of Designated Safeguarding Lead (DSL) when required. This is the Director of Student Services, and in their absence the Head of Wellbeing. Responsibilities include monitoring, reviewing and promoting this policy; acting as a first point of contact for safeguarding concerns unless this resides within a specific programme or department; providing information on this policy to new members of staff and offering training to existing members.

3.2 Some departments will have their own safeguarding policies and procedures by the nature of their work, or where professional bodies require it, for example the Faculty for Education, Health and Social Care. These areas will have their own Nominated Safeguarding Officers or equivalent (NSOs) who are responsible for ensuring the University Safeguarding Officer is aware of their role and departmental policy. Those responsible for on and off campus events will appoint an NSO for each event involving children and vulnerable adults. Where research involves children or vulnerable adults there is an increased depth of ethics scrutiny; further information can be found in the Research and Knowledge Exchange Ethics Policy:

<http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/PublicDocuments/Research%20Ethics%20Policy%20and%20Procedures.pdf>

3.3 Any member of staff may come across signs of harm and/or abuse. Concerns for the wellbeing of a child or vulnerable adult should be reported to the appropriate NSO, or the USO, as quickly as possible, stating clearly what the concerns are, even if they are not confirmed. The NSO/USO will consider and begin any necessary procedures to protect the child or vulnerable adult, involving Children's Services/Social Care and/or the Police as appropriate. If this occurs while on placement in a school, the student will report their concerns directly to the School Designated Safeguarding Lead; they may also speak to the University's Initial Teacher Training Partnership Manager (ITTPM) in the Faculty for advice.

3.4 If a child or vulnerable adult discloses abuse directly to a member of staff this should always be taken seriously. It is important to stay calm, to take time to listen and without asking leading questions be sure that what the child/vulnerable adult says is clearly understood. Confidentiality cannot be offered in these circumstances; the child/vulnerable adult must be told that they have done the right thing by speaking about it, and that the information must be passed on but only to those people who need to know about it. It is helpful to tell the child/vulnerable adult what will happen next, as far as that is known. A note should be made of the date, time, place, what the child/vulnerable adult said and what was said to them.

It is not up to the university to investigate concerns or allegations of abuse but to report them to the appropriate authorities through the Safeguarding Officer(s).

Students are required to follow school procedures when on placement and report within the school.

3.5 The Student Advice and Wellbeing teams within Student Services are able to provide emotional and practical support for students who disclose that they have been or are being abused or are the victim of other inappropriate behaviour.

#### **4. Allegations against staff and students**

4.1 Staff are reminded that it is a criminal offence for an adult to engage in sexual activity with a person under the age of 18 where the adult is in a position of trust in relation to the under 18 year old (Sections 3 and 4 of the Sexual Offences Amendment Act 2000 refers).

4.2 Where a staff member is concerned about the behaviour of another staff member towards a child/vulnerable adult, concerns should be reported to the line manager or the NSO/USO. If this occurs while on placement in a school the student may initially contact the ITTPM who will then refer the matter on. They must liaise with each other and talk with the staff member involved and decide whether the concern is an issue of poor practice or possible abuse. The former will be left with the line manager to pursue through the University's Disciplinary Procedures if appropriate; in the latter case the NSO/USO will need to inform the relevant Children's/Adult's Services department. HR will advise and guide the line manager in relation to employment issues.

4.3 Where an allegation of abuse or inappropriate behaviour is made against a student and relates to their actions as a member of the University, the Academic Registrar in liaison with the NSO/USO will advise and guide the Faculty in relation to the University's Disciplinary regulations, where appropriate, and any appropriate actions to ensure the safety and security of the campus.

#### **5. Preventative measures**

5.1 The University strives to produce a safe and secure environment. However, University buildings and their safety precautions are designed with an adult population in mind and may not be enough on their own to keep children/vulnerable adults safe. Although the University does not act in *loco parentis* it does have a greater duty of care in these circumstances and Faculties and Professional Services will carry out risk assessments and make reasonable, proportionate adaptations to their activities where children/vulnerable adults come on to the premises.

5.2 This Safeguarding policy works in coordination with the *Policy and Guidance on the Presence of Children and Young Persons on the University of Winchester Premises* and the *Code of Practice for Safeguarding Children and Vulnerable Adults in University-Organised Activities* which are attached as appendices to this policy.

**Useful Contact Details:**

University Safeguarding Officer: Director of Student Services Tel: +44 (0)1962 827679, Internal Ext 7679

Widening Participation Manager: +44 (0)1962 827225, Internal Ext 7225

Widening Participation Coordinator (11-16 and vulnerable children): +44 (0)1962 827169, Internal Ext 7169

Initial Teacher Education Partnership Manager (Faculty of Health, Education and Social Care): +44 (0)1962 827356, Internal Ext 7356

Human Resources: External tel +44 (0)1962 827139 internal ext. 7139

University Security Manager: External tel +44 (0)1962 8275088, internal ext. 7088

**Related Policies and Procedures**

*Code of Practice: Health and Safety of Children and Young Persons on the University of Winchester Premises – Appendix 1*

*Code of Practice for Safeguarding Children and Young People in University-Organised Activities – Appendix 2*

Partnership Office Joint DBS info sheet

Partnership Office Joint DBS letter

Partnership Office safeguarding advice within School Experience Handbook and individual student DBS letter

University Admissions policy:

<http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/PublicDocuments/Admissions%20Policy.pdf>

Disclosure and Barring Service (DBS) Policy for Applicants and students on courses which require enhanced disclosure:

[http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/PublicDocuments/Disclosure%20and%20Barring%20Service%20\(DBS\)%20Policy.pdf](http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/PublicDocuments/Disclosure%20and%20Barring%20Service%20(DBS)%20Policy.pdf)

University Complaints Policy:

<http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/PublicDocuments/Complaints%20Policy.pdf>

Student Disciplinary Regulations:

<http://www.winchester.ac.uk/Freedomofinformation/Publicdocuments/PublicDocuments/Disciplinary%20Procedures%20for%20Students.pdf>



# Code of Practice: Health and Safety of Children and Young Persons on The University of Winchester Premises

Appendix 1



<b>Document Title:</b>	Code of Practice: Health and Safety of Children and Young Persons on The University of Winchester Premises
<b>Document Author:</b>	Mary Edwards, Estates and Facilities Management
<b>Responsible Person and Department:</b>	Justin Ridgement, Estates and Facilities Services
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<b>Summary:</b> This policy works together with the <i>Code of Practice for Safeguarding Children and Young People in University-Organised Activities</i> and supports the <i>University's Safeguarding Policy</i> . It focusses on the necessary provisions for a healthy and safe campus for children and young people.	

# Code of Practice – Health and Safety of Children and Young People on University Premises

## 1. Introduction

1.1 Many staff and students combine parenting and work or educational responsibilities and this means that there are occasions when they may wish to bring their children onto University premises. On these occasions it must be borne in mind that the University is an institute of adult learning and the buildings and grounds of its premises are not designed with children in mind.

1.2 This guidance applies to children (anyone who has not yet reached the official age at which they may leave school, just before or just after their 16<sup>th</sup> birthday) and young people (anyone under 18 years old).

1.3 The University arranges or hosts a wide range of visits and on and off-campus activities involving children and young people. This Code of Practice sets out the general arrangements, and certain prohibitions to be followed to ensure that risks to children and young people are minimised while they are on University premises or involved in, or affected by, University activities. A specific set of Guidelines exists for the protection of children on site for authorised activities and follow immediately on from this policy.

## 2. Definitions

For Health and Safety purposes, the following definitions apply:

<i>Child/Children</i>	Persons between birth and age 16 years
<i>Young Person</i>	Anyone under 18 years old
<i>University Premises</i>	Includes all buildings, grounds, roadways, vehicles and other means of transport
<i>Supervising Adult</i>	An adult who brings a child onto University premises for an event that is not a “planned” event
<i>Parent</i>	This refers to any adult with parental responsibility for the child/young person
<i>Planned Event</i>	An official event or occasion for which arrangements to include children have been specifically considered

### **3. Legal Requirements**

- (i) Under Section 3 of the Health and Safety at Work Act 1974 the University has responsibilities for those who are not its employees but who may be affected by its activities.
- (ii) Under the Management of Health and Safety at Work Regulations 1999 the University must consider the risks associated with all its activities, and in particular to those who are especially vulnerable. Children and young persons are seen to be particularly at risk as they are likely to be inexperienced, unaware of health and safety risks, and physically and/or mentally immature.
- (iii) Under the Occupiers Liability Acts the University has a “duty of care” to visitors, with more care being owed to a child than an adult.

### **4. Planned Events**

Valid reasons for children or young persons to be on University premises are:

- (i) As a registered student
- (ii) When attending organised child care at West Downs or Tops nurseries or using sporting facilities.
- (iii) When on visits or events organised by the University, departments or other recognised bodies, where significant risks associated with planned activities and foreseeable incidents must be assessed.
- (iv) When on school organised “work experience” periods with specific departments, where significant risks associated with planned activities and foreseeable incidents have been assessed and safe working procedures produced if appropriate.
- (v) Children of staff and students who live in the halls of residence.
- (vi) As a result of conference bookings, for example attendance at an organised conference or summer school
- (vii) Accompanying parent to specific ceremonies or events, whether public or private, not involving hazardous activities, areas or equipment.

In each of these situations satisfactory arrangements must be in place to ensure adequate induction and supervision of the children and activities undertaken by the relevant University department or event organiser.

### **5. Other Occasions when Children may be Present**

In all other situations, the presence of children on University premises should only occur exceptionally, and then only in low risk areas and where their presence does not disrupt the normal operational of the University. In such circumstances children must not be admitted to laboratories, workshops, seminar room, computer rooms studios, kitchens, plant room, multi-occupancy offices or other hazardous areas.

Exceptional circumstances would include:

- (i) Brief social visits or occasional organised social events such as leaving parties by parents with newborn babies or children.

- (ii) Accompanying parent (University employee or student) to work/study on a longer visit, e.g. when visiting for short periods to pick up work or carry out a short term low risk activity.
- (iii) Accompanying parent (University employee or student) to work/study for short periods due to childcare difficulties or similar into a low risk environment, e.g. library facility or other open access area, until alternative arrangements can be made, but only at the discretion and direction of the Head of Department/Professional Service or their representative.

Children should not be brought into the workplace for extended or frequent periods or as an alternative to making proper arrangements for their care – this could include after-school activities, arrangements with other parents/childminders or flexible working arrangements.

## **6. Risk Control Measures**

- (i) The parent must consult with their Manager or Head of Department (or their appointed representative) about the acceptability of children being present, even for short periods.
- (ii) The parent/supervising adult will be responsible at all times for the supervision of their child(ren) during the period the child(ren) are on University premises and will be responsible for exercising sufficient supervision to prevent any hazardous situation from arising. The accompanying adults must remain with and supervise the child(ren) for the whole time they are on University premises. They should be close enough to the child(ren) to react immediately to prevent accidents or inappropriate behaviour, e.g. interfering with equipment, entering prohibited areas or disturbing other users of the area.
- (iii) Children must not be allowed to disrupt the normal operation of the work area or the work of other employees.
- (iv) Children must only be allowed into low-risk areas and must never be allowed to enter any areas where hazardous equipment or hazardous substances are being used or if their presence could cause harm to the child(ren).
- (v) Children must not be allowed to touch any work-related equipment, article or substance or item of waste deposited in a bin or other waste receptacle.
- (vi) The Head of Department, Health & Safety Manager, Security Manager and the Director of Estates & Facilities Services can instruct the parent to remove the child(ren) immediately from the work area.
- (vii) Children under 16 year of age must be accompanied whilst using University lifts.
- (viii) If images are to be recorded during any activity involving children, including via photos, videos and webcams, a consent form should be sent to the parents to cover the period that their children will spend at the University. Photographs and consent forms should document

where the digital images are stored. Please see the Guidance Document 'Safeguarding Children and Vulnerable Adults in University-Organised Activities'.

## **7. Unaccompanied Children**

Due to the open nature of our premises, unaccompanied children can gain access to our campus, e.g. as a short cut. In these circumstances it is the University's duty to ensure that access can only be gained to low risk areas. If children are observed entering a higher risk area, e.g. laboratories, workshops, studios, kitchens or other hazardous areas, or behaving in a way that is likely to cause a danger to themselves or others, then their presence or behaviour should be challenged by staff. Where it is considered that this action could exacerbate the situation the matter should be reported to security staff as soon as possible.

## **8. Disruption to University Business**

In addition to any health and safety requirements, in order to ensure the efficient running of University Business, any adult who brings a child onto University premises will be responsible for ensuring that the child does not in any way disrupt the normal work of the University. Therefore, although the risk may be low, children are not permitted to be at lectures, seminars or other teaching activities. Likewise in other areas, e.g. libraries, the supervising adult may be asked to remove a disruptive child from the premises.

## **Guidance Notes to Code of Practice for Health and Safety of Children and Young People on University Premises**

### **1. Procedure for the use, storage of photography and digital media**

Photography and recorded images of children and young people is an integral element of work undertaken within the University of Winchester's marketing and recruitment remit. It is essential that the images are not inappropriately misused or adapted, therefore the following guidance has been issued.

- (i) Written consent must be sought and obtained prior to any event. Parents are the young people themselves have the right to decline permission to have their pictures taken and how those images may be used.
- (ii) The nature and possible purpose of the images should be made explicit in the literature.
- (iii) Personal details should not accompany or be published alongside the image.
- (iv) Parent/carers and the young people should be informed prior to any use of any easily identifiable image. If the young person is prominent in the image, they should be sent a proof for consultation. Personal details should not accompany or be published alongside the image.
- (v) The legitimacy and potential risks in the use of images must be identified; this can be incorporated in the formal risk assessment undertaken when planning an event. The image should convey the best principles and aspects of the activity, focusing on the endeavour rather than the participants. Care needs to be taken about the presentation of the image, ensuring it is not open to misuse or misinterpretation.
- (vi) Young people need a clear brief about what is considered appropriate, especially if they engage in taking pictures. Staff members need to be aware that photos can be exploitative and used in harassment and bullying.
- (vii) Images should be regarded as confidential information and stored accordingly, in line with the University's policy; they should be deleted as soon as they are no longer required.

### **2. Work experience students and employees below the age of 18**

Under health & safety legislation young people on work experience are regarded as employees and the risks to them must be assessed before they start work. No arrangements for work experience should be made without the authority of the Human Resources Department. Managers must:

- (i) Take into account that these young people are like to be inexperienced, unaware of health and safety risks and physically or mentally immature.
- (ii) Have in place measures to control the risks, removing them altogether or reducing them to the lowest level reasonably possible.
- (iii) Let the parents/guardians of any work placement students under 16 know, before the young person starts work, the key findings of the risk assessment undertaken and the control measures taken. A record of the main findings of the risk assessment must also be kept.

### **3. Risk Assessment**

3.1 Requiring adults to exercise proper supervision of their children while on University premises will not be sufficient to relieve the University of the statutory responsibility to protect visitors (of whatever age) from foreseeable risks to their health and safety.

Where young children are concerned, the foreseeable risks are naturally greater than they are for adults. Consequently the protective measures deemed reasonably practicable will need to be identified through a risk assessment carried out by the relevant department and signed off by the Director or Dean prior to admission.

3.2 It is the University's policy that children visiting the University will only be admitted to buildings provided they are under constant supervision of a responsible adult for the purpose of specific approved activities, e.g. public exhibitions.

The following should be considered:

- (i) How the workplace is fitted and laid out.
- (ii) What type of work equipment will be used and how it will be handled.
- (iii) How the work is organised.
- (iv) The need to assess and provide health and safety training.
- (v) The nature of any physical, biological and chemical agents they may be exposed to, for how long and to what extent.
- (vi) The risk from known work hazards, for example manual handling.

3.3 Young employees and work experience students must be protected from the risk of accidents or ill health which they are unlikely to recognise because:

- (i) they are inexperienced; or
- (ii) have not been trained; or
- (iii) they have not considered the importance of safety in the workplace.

If a significant risk remains in spite of efforts to take all reasonable steps to control it, the young person must not be allowed to do the work.

### **4. Restrictions on activity**

4.1 Where a child is admitted to the University for a study period, work experience placement, educational visits, summer schools, or similar, then a risk assessment must be conducted and supervisor(s) must be identified formally. Children should not be required to undertake work which:

- (i) cannot be adapted to meet any physical or mental limitations they may have;
- (ii) exposes them to substances which are toxic or cause cancer;
- (iii) exposes them to radiation;
- (iv) involves extreme heat, noise or vibration.

4.2 Young people over the age of 16 can undertake more demanding and potentially hazardous tasks provided:

- (i) the work is necessary for their training;
- (ii) the work is properly supervised by a competent person; and
- (iii) the risks are reduced to the lowest level, so far as is reasonably practicable.

## **5. Training and Supervision**

5.1 Young people need training most when they start a job or work experience. It is important it is checked that they have understood training which covers, for example:

- (i) the hazards and risks in the workplace;
- (ii) the control measures put in place to protect their health and safety;
- (iii) a basic introduction to health and safety, for example first aid, fire and evacuation procedures,

5.2 The following factors should form part of the risk assessment undertaken by the Work Experience Organiser:

- (i) housekeeping;
- (ii) lighting;
- (iii) seating;
- (iv) guarding of machines;
- (v) fire precautions;
- (vi) accidents and first aid;
- (vii) electrical wiring;
- (viii) toilets and washing facilities;
- (ix) provision of personal protective equipment

5.3 A written agreement needs to be signed by Human Resources and should clearly set out the responsibilities of both sides. This should state:

- (i) a plan of work for the placement;
- (ii) arrangements for instruction and training before the work starts, and
- (iii) how the young person will be supervised and who will be responsible.

5.4 The Risk Assessment form can be found on:

<https://intranet.winchester.ac.uk/search/Pages/Results.aspx?k=risk%20assessment%20form>

5.5 Security can be contacted on extension 7666

# Safeguarding Children and Vulnerable Adults in University-Organised Activities: Guidance Document



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<b>Document Author:</b>	Sarah-Louise Collins, Widening Participation
<b>Responsible Person and Department:</b>	Nicola Barden, Student Services
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<b>Summary:</b>	This document supports the University's Safeguarding Policy and gives further details on the process and practice of safeguarding children, young people and vulnerable adults.

# Safeguarding Children and Vulnerable Adults in University-Organised Activities

This Guidance is for staff and students coordinating or engaging in university based activities that bring them into contact with children, young people or vulnerable adults. These activities could be based on-campus or in a number of settings off-campus, e.g. schools, FE colleges, youth clubs and community organisations.

## 1. Introduction

1.1 The University of Winchester believes that it is never acceptable for a child, young person or vulnerable adult to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children, young people and vulnerable adults by a commitment to practice which protects them.

1.2 In line with the *University Safeguarding Children and Vulnerable Adults Policy* it recognises the following definitions:

- A child is a person under the age of eighteen years

- A vulnerable adult is a person aged eighteen or over who is or may be in need of community care services by reason of disability, age or illness; and who is or may be unable to take care of or unable to protect him or herself against significant harm or exploitation.

The guidance document will hereby refer to children and vulnerable adults, recognising that 'young people' are acknowledged within the definition of 'children' for the purposes of safeguarding.

1.3 The University recognises that:

- (i) The welfare of the child/vulnerable adult is paramount.
- (ii) All children/vulnerable adults regardless of age, disability, sex, gender reassignment, race, religion and belief, sexual orientation, marriage and civil partnership, or pregnancy and maternity, have the right to equal protection from all types of harm or abuse.
- (iii) Working in partnership with children, young people, and vulnerable adults and their parents, carers and their agencies is essential in promoting their welfare.

1.4 The University will seek to safeguard children and vulnerable adults by:

- (i) Valuing, listening to and respecting them
- (ii) Adopting the Safeguarding Children and Vulnerable Adult guidelines through this guidance document and the University's Safeguarding Children and Vulnerable Adults Policy, The Code of Practice for the Safety of Children and Young Persons on University Premises and the Code of Practice for Support for Students under 18.
- (iii) Recruiting staff and volunteers safely, ensuring all necessary checks are made
- (iv) Sharing information about safeguarding and good practice with children, parents, staff and volunteers
- (v) Sharing information about concerns with relevant agencies

- (vi) Providing effective management for staff and volunteers through supervision, support and training
- (vii) Reviewing our practice regularly

## **2. What the Guidance Document covers**

This guidance covers:

- (i) How to recognise abuse
- (ii) How to respond to abuse
- (iii) Confidentiality
- (iv) Disclosure and Barring
- (v) Procedure for the use and storage of photography and digital media
- (vi) Support and training
- (vii) Key contacts
- (viii) Additional guidance (Links and resources)

## **3. How to recognise abuse**

3.1 Abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. Abuse can happen to a child, young person or vulnerable adult. Abusers can be adults (male or female) or other young people and are often known to and trusted by the child or vulnerable adult and their family.

3.2 It is vital that all practitioners have an operational knowledge of the possible warning signs and symptoms of abuse. It is important to recognise that warning signs and symptoms can vary considerably case-by-case and that a warning sign does not in itself mean a child or vulnerable adult is being abused. This guide should be used as a starting point to explore both personal values and attitudes and identify learning needs.

## **4. Categories of abuse**

[The Department for Education](#) (DfE, March, 2015) recognises four main categories of abuse and neglect, each has its own specific warning indicators as outlined below.

### **4.1 Neglect**

This occurs when a child or vulnerable adult's persistent failure to thrive is primarily attributable to the parent or carer's care. Behaviours associated with this include failing to provide for the child/vulnerable adult's basic needs (food, shelter, clothing), exposure to danger, access to appropriate health care or treatment or education. It may also comprise neglect of, or unresponsiveness to, emotional needs.

Signs that may suggest neglect:

- (i) Dirty, unkempt presentation.
- (ii) Poor record of health care
- (iii) Persistently undersized or underweight
- (iv) Unable to concentrate
- (v) Preoccupied with food
- (vi) Continually appears tired or lacking in energy
- (vii) Frequent injuries due to lack of supervision

#### 4.2 Emotional

Emotional abuse is the persistent ill-treatment of a child or vulnerable adult which causes severe and ongoing adverse effects on their emotional development. This includes telling or indicating to them that they are worthless, unloved or inadequate. It may involve witnessing the ill-treatment of another person. Parents or carers may place inappropriate expectations on or attempt to expose, exploit and corrupt the child or vulnerable adult. Increasingly, the effects of bullying are being recognised within this area.

Signs that may suggest emotional abuse:

- (i) Excessive behaviour patterns, e.g. bedwetting, overeating
- (ii) Self harm
- (iii) Persistent absconding
- (iv) High levels of anxiety, unhappiness, or withdrawal
- (v) Attention seeking or avoidant behaviours
- (vi) Being subjected to scapegoating and victimising
- (vii) Being subjected to frequent and recurrent verbal abuse
- (viii) Living in families with a history of domestic violence

#### 4.3 Physical

Abusive behaviour within this category may involve hitting, throwing, shaking, poisoning, bruising, burning or scalding, drowning, suffocating, failing to prevent and causing injuries by omission or failing to act. It also includes the parent or carer fabricating the symptoms of, or deliberately inducing illness in a child/vulnerable adult.

Signs that may suggest physical abuse:

- (i) Bruising, particularly to a pre-mobile baby
- (ii) Multiple bruising to different parts of the body
- (iii) Finger marks on the body
- (iv) Visual correlation to belts or other implements
- (v) Burns, bald patches and bites
- (vi) Does not expect to be comforted
- (vii) An injury for which there is no adequate explanation

#### 4.4 Sexual (including exploitation)

Behaviours which constitute this category include forcing or enticing a child/ vulnerable adult to take part in sexual activities whether or not they are aware or able to give consent.

This includes both penetrative and non-penetrative acts and includes looking at pornographic material and encouraging sexually inappropriate behaviour.

Signs that may suggest sexual abuse:

- (i) Sexualised behaviour and play
- (ii) Age inappropriate sexual knowledge
- (iii) Urinary tract infections, sexually transmitted diseases, under age pregnancy
- (iv) Soiling and wetting
- (v) Regressive behaviour
- (vi) Emotionally isolated
- (vii) Sleep disturbance

#### 4.5 Other Special considerations:

Awareness of other areas of abuse must also be taken into consideration when working with children and vulnerable adults.

## 5. Bullying

Bullying is increasingly being recognised as a form of abuse. Bullying can be defined as deliberately hurtful behaviour over a period of time, or any occasion where someone deliberately intimidates or harasses another person.

Behaviours include:

- (i) Verbal and/or physical attacks
- (ii) Name-calling, undermining and/or spreading malicious gossip
- (iii) Threats
- (iv) Stealing and/or taking possessions
- (v) Cyberbullying; receiving abusive text messages, emails, or inappropriate images transferred by mobile phone cameras
- (vi) Coerced to act against their will

## 6. Domestic Abuse

“Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn’t just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse.” (NSPCC, p. Domestic abuse: At a glance)

The effect of domestic abuse on children is such that it must be considered as abuse. Either witnessing it or being the subject of it is not only traumatic in itself, but is likely to adversely impact on a child and it should be treated as physical or emotional abuse in itself.

Financial or material abuse can also be considered a form of domestic abuse and includes limiting access to money or resources, or forcing financial responsibility upon the victim.

## **7. Female Genital Mutilation (FGM)**

“Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.” (NSPCC, p. FGM: At a glance)

It is hard to ascertain how common the practise of FGM is across the UK. Evidence shows that the practise can result in serious health risks and lasting psychological damage for young girls and women from a range of different backgrounds.

## **8. Grooming and sexual exploitation**

“Grooming is when someone builds an emotional connection with a child (young person or vulnerable adult) to gain their trust for the purposes of sexual abuse or exploitation.” (NSPCC, p. Grooming: At a glance)

Groomed vulnerable children, young people and vulnerable adults are deceived into believing they are in a loving consensual relationship. They are led to believe they are ‘someone special’ often through gifts of drugs and alcohol, and invitations to parties, or by promises made online. A child or vulnerable adult can be exploited for money, power or status.

## **9. Child-trafficking**

Children and vulnerable young people may also be recruited into child-trafficking through force, trickery or intimidation. Victims, once recruited, are moved or transported to be exploited, forced to work or sold.

## **10. Radicalisation**

Children, young people or vulnerable adults are taught extreme, often violent, ideas based on political, social or religious beliefs. Signs of exposure to radicalisation include use of extremist terminology, reading material or messages, changes in behaviour towards others or having a new circle of friends.

## 11. Responding to Abuse

11.1 If you have cause for concern it is important to remember the '4 Rs of safeguarding'.

- (i) Recognise possible abuse
- (ii) Respond appropriately
- (iii) Report your concerns
- (iv) Record your observations

11.2 Recognise possible signs of abuse

The first step is to recognise the possible signs of abuse. Concerns may arise when:

- (i) Abuse or harm is disclosed by any individual
- (ii) There are observable signs of abuse in the child or vulnerable adult. This may be changed behaviour, warning signs or symptoms (see above).
- (iii) The behaviour and actions of an adult towards a child or vulnerable adult causes concern.
- (iv) Awareness that someone has looked at or searched for child pornography and/or literature.

11.3 Respond appropriately

It is important to remain calm and follow appropriate safeguarding procedures when there is a cause for concern. If abuse is suspected, observed or disclosed remember:

Do:

- (i) Stay calm. It is normal to be upset, angry or embarrassed but it is also important that you do not frighten or deter the individual
- (ii) Listen carefully and reassure them they were right to tell you
- (iii) Actively listen & maintain eye contact
- (iv) Let them disclose in their own words, do not prompt them
- (v) Let them know it is not their fault, they are not the only ones who have experienced this and they are very brave for telling you
- (vi) Tell them what they've said is so important that you need to talk to someone about it
- (vii) Report immediately to the designated safeguarding officer for the event, school, community setting or university. If this is not possible, report the incident as soon as possible to an external organisation (e.g. Local Authority/ Social Services, Police, NSPCC Helpline or Childline).
- (viii) Record the information in writing as soon as possible, in the instance of a disclosure use the same vocabulary as the individual as much as possible in the written record, making sure not to interpret or adapt what they have said.

Do not:

- (i) Panic or allow your emotions to show, this may intimidate or make the individual feel guilty.

- (ii) Try to investigate further, interrupt or ask leading questions. (You should only report what they have told you otherwise this could damage the case later on.
- (iii) Push someone into telling you more than they are comfortable with, especially if you have told them you cannot keep this a secret.
- (iv) Show suspicion or accuse a particular person.
- (v) Discuss the information with anyone other than the designated safeguarding officer, a line manager or equivalent or an appropriate external agency (e.g. NSPCC).

#### 11.4 Report your concerns

Reports should be made as soon as possible, and certainly within 24 hours, to the appropriate individual. This can include the designated child protection and safeguarding officer of the event, school, community setting or university (please see further guidance in the procedure flowcharts below, appendix B). It is important to communicate any concerns you have in a clear and concise way.

#### 11.5 Record your observations

Soon after an event it is important to record the details of your concerns, any observations made or details of a disclosure as you may need to give evidence at a later date. Remember to use facts not opinion when recording your observations.

Details and key information to record (if known):

- (i) Details of suspected victim (Name, age, gender)
- (ii) Your own information (Name, relationship to child, or vulnerable adult)
- (iii) Nature of concern (e.g. suspected neglect)
- (iv) Details of any observations, incidents or disclosures
- (v) Date of disclosure, incident or observation
- (vi) Any past observations
- (vii) Name and details of abuser (if given or observed)

Please refer to the Example Safeguarding Procedure Flowchart at the end of this guidance document

## 12. Confidentiality

12.1 In line with the Common Law Duty of Confidence, the Data Protection Act 1998 and the Human Rights Act 1998, the University of Winchester will keep confidential all information on an individual that is of a personal or sensitive nature.

12.2 There may be circumstances in which information raised in a confidential discussion with a child or vulnerable adult makes you concerned about their welfare. You may

therefore wish to share information with a designated safeguarding lead, child protection liaison officer or make a referral to the Local Authority.

12.3 However, where there are concerns about a young person's welfare, the Children Act 1989, enhanced by Children Act 2004, permits the disclosure of information necessary to safeguard a child or young person. Confidentiality should be neither promised nor kept when children or vulnerable adults are at risk.

12.4 For further advice and guidance on information sharing please read:

[Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers \(2015\).](#)

### **13 Disclosure and Barring Service**

13.1 It is the policy of The University of Winchester that Disclosure and Barring Service (DBS) checks are carried out to an enhanced level including a barred list check (child) on those working on a frequent or intensive basis with children, including students, staff members, consultants and contractors. 13.2 As such, University of Winchester staff who visit schools and colleges to work frequently or intensively with learners, or who host on campus widening participation or educational liaison activities, will have been DBS checked before they commence work with young learners.

13.3 Students studying on programmes that include a placement working alongside children and young people on an intensive basis will also require an enhanced level DBS.

13.4 The request for a DBS check will be made by The University of Winchester, which is registered to request these checks and which has the authorised forms for this purpose. *Human Resources* will provide further information and guidance on the application and procedure of DBS checks for staff members. *Registry* will provide further clarification and guidance to students requiring DBS checks as part of their course of study.

13.5 Should a partner school or college request a student employees DBS number this will need to be provided directly by the student concerned and not by the event coordinator.

13.6 For further up-to-date information on the DBS checks process please visit:

<https://www.gov.uk/disclosure-barring-service-check/overview>

### **14 Procedure for the use and storage of photography and digital media in relation to safeguarding**

Photography and recorded images of children and young people is an integral element of work undertaken within the University of Winchester's widening participation and educational liaison remit. It is essential that the images are not inappropriately misused or adapted, therefore the following guidance has been issued.

- (i) Written consent must be sought and obtained prior to any event. Parents and the young people themselves have the right to decline permission to have their pictures taken and how those images may be used (See sample document A).
- (ii) The nature and possible purpose of the images should be made explicit in the literature.
- (iii) Personal details should not accompany or be published alongside the image.
- (iv) The legitimacy and potential risks in the use of images must be identified; this can be incorporated in the formal risk assessment undertaken when planning an event.
- (v) The image should convey the best principles and aspects of the activity, focusing on the endeavour rather than the participants. Care needs to be taken about the presentation of the image, ensuring it is not open to misuse or misinterpretation.
- (vi) Young people need a clear brief about what is considered appropriate, especially if they engage in taking pictures.
- (vii) Parent/carers and young people may withdraw their consent at a later date by contacting the event organiser.
- (viii) Staff members need to be aware that photos can be exploitative and used in harassment and bullying.
- (ix) Images should be regarded as confidential information and stored accordingly, in line with the institution's policy; they should be deleted as soon as they are no longer required.

**(x) Key Contacts:**

University Safeguarding Officer (USO):	In their absence:
Director of Student Services	Head of Wellbeing
Nicola Barden	Lesley Black
E: <a href="mailto:nicola.barden@winchester.ac.uk">nicola.barden@winchester.ac.uk</a>	E: <a href="mailto:Lesley.black@winchester.ac.uk">Lesley.black@winchester.ac.uk</a>
T: 01962 827679	T: 01962 827439
NSPCC: 0808 800 5000 or <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	
Childline: 0800 1111 (for children and young people)	

**(xi) Resources and links**

[Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE, 2015\).](#)

[Working together to safeguard children \(DfE, 2015\).](#)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf) Keeping children safe in education: Statutory guidance for schools and colleges (September 2016)

[What to do if you're worried a child is being abused: Advice for practitioners \(DfE, 2015\).](#)

Up to date information about Local Safeguarding Boards of Hampshire, Portsmouth, Southampton and IOW is available at [www.4LSCB.ORG.UK](http://www.4LSCB.ORG.UK)

[www.nspcc.org.uk](http://www.nspcc.org.uk) Leading UK children's charity specialising in child protection, with statutory powers.

[www.nobystanders.org.uk](http://www.nobystanders.org.uk) Stonewall campaign to end bullying and discrimination by empowering other to challenge all forms of bullying when they can.

[www.mydangerousloverboy.com](http://www.mydangerousloverboy.com) Campaign aimed at raising awareness of the sexual exploitation and trafficking of young people.

[www.preventforschools.org](http://www.preventforschools.org) and [www.safecampuscommunities.ac.uk](http://www.safecampuscommunities.ac.uk) Resources and knowledge exchange for schools and HEIs to help prevent extremism and radicalisation.

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Available at: <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/? t id=1B2M2Y8AsgTpgAmY7PhCf%3d%3d& t q=grooming& t tags=language%3aen%2csiteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667& t ip=194.66.200.1& t hit.id=Nspcc Web Models Pages TopicPage>  
[Accessed September 2015].



## MODEL RELEASE AGREEMENT

I ..... *(full name in capitals)*

of.....

.....*(term-time address)*

studying in ..... *(name of school/faculty)*

agree to my photograph being used for promotional purposes on behalf of the University of Winchester and its partner organisations

- In print
- Outside media (posters, buses etc)
- Broadcasting
- Electronic media (web, social networking ie. Facebook etc.)

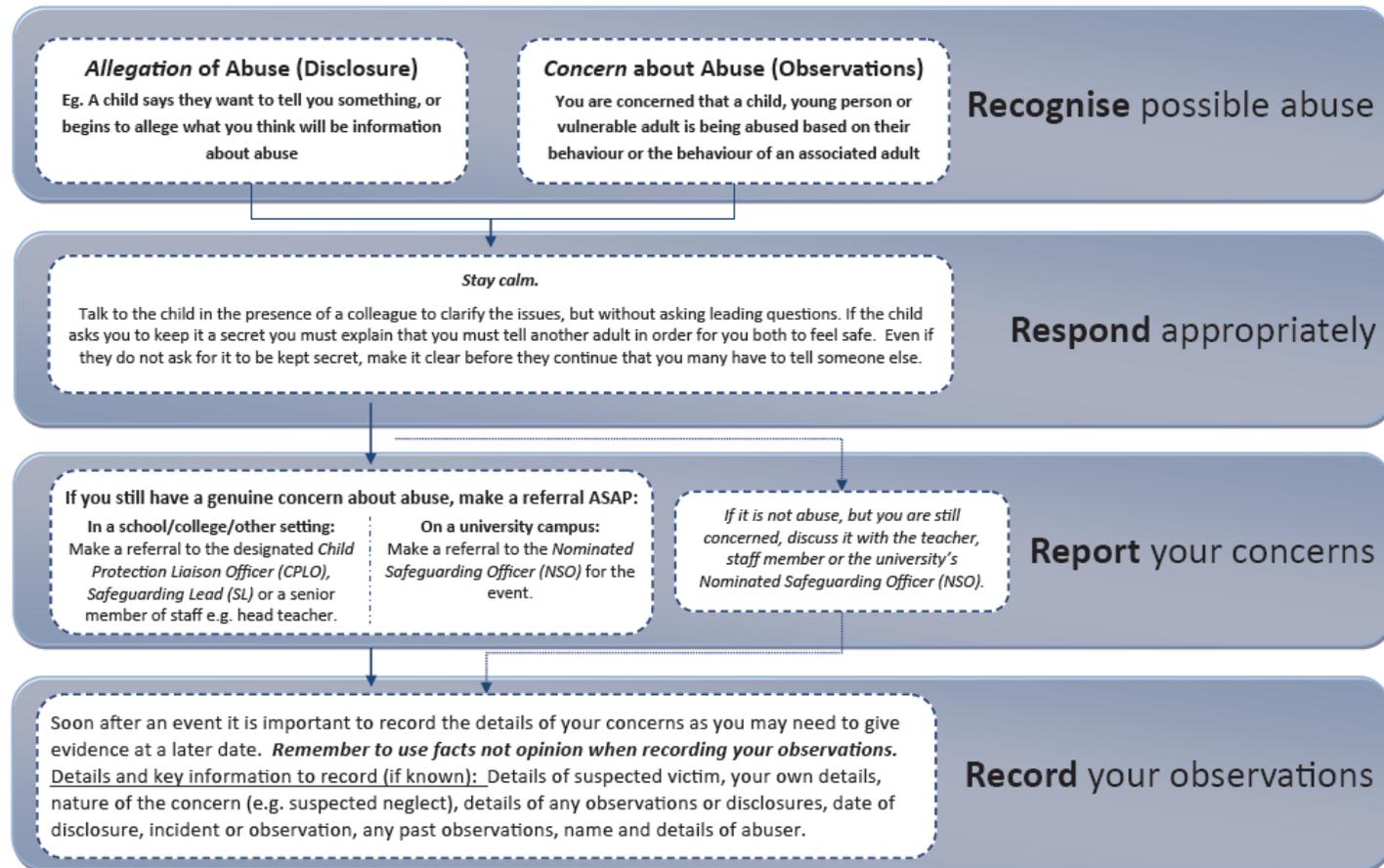
as determined by the Head of Marketing and Communications.

By signing this form I understand that I waive all rights to copyright, performing fees etc. Pictures of me may be used for a period not exceeding five years. If I wish the University to cease using my picture before five years from the date of this agreement I will inform the Head of Marketing in writing.

I understand that the University of Winchester will not release individual shots of me to third parties without my consent.

Signed..... Date.....

Email address for correspondence .....



**NB. It is the responsibility of the CPLO to inform Children Services. DO NOT try to investigate further.**  
The CPLO/ USO (University Safeguarding Officer) should contact you to report progress. If you do not hear anything, please contact them

