

Document Reference	Safeguarding Children and Adults at Risk Procedures and Guidance
Document status	Approved
Document owner	Sarah Sweeney
Review period	Annually
Date of first approval	November 2021
Date of most recent review	October 2023
Date of next review	November 2024
Version number	1.2

Version	Date	Description of changes and name and job title of person responsible for making changes
1.0	Nov 2021	First version, Sarah Sweeney
1.1	Nov 2022	Reviewed by C-SHAW, no updates required
1.2	Sep 2023	Revised to include: safeguarding in relation to research activity; change of provider or pre-session courses from International Study Group to INTO; updated safeguarding report forms to be provided separately online; review procedure following external safeguarding referrals

Lancaster University [Commitment to Safeguarding](#)

Lancaster University [Safeguarding Children and Adults at Risk Policy](#)

[Equality, Diversity and Inclusion](#) at Lancaster University

[Human Resources Recruitment Guidelines \(including Disclosure and Barring procedure\)](#)

[Bullying, Harassment and Sexual Misconduct Policy](#)

[Dignity in Student Life Policy](#)

[Student Sexual Misconduct Policy](#)

Lancaster University [Disabled Student Policy](#)

[Health and Safety Policy](#)

[Raising Serious Concerns and Disclosing Public Interest Matters \(Whistleblowing\)](#)

[Policy for the Admission of Students Under the Age of 18](#)

[Supported Study and Fitness to Study Policy and Procedures](#)

Fitness to Practise Procedures (available on demand)

[Student Discipline Regulations](#)

[Staff Disciplinary Procedure](#)

[Students' Charter](#)

[Computer User Agreement](#)

[Research Integrity, Ethics & Governance](#)

[Commitment to Safeguarding in Research](#) and the [Safeguarding in Research Framework](#)

[Prevent Guidance](#)

[Staff Grievance Procedure](#)

[Student Complaints Procedure](#)

If the University Deputy Designated Safeguarding Lead is the subject of concern then a report should be made to the Deputy Chief Executive (Operations). Alternatively, at any time a staff member, student, research and innovation participant/partner, alumni, student ambassador or volunteer, may raise any concerns directly with the police or the Local Authority Designated Officer.

- 2.1.4 Members of staff and students can also make anonymous reports of safeguarding concerns via Unisafe. The Unisafe system allows staff and students to report any event they wish the University to be aware of, including bullying, harassment, hate incidents or sexual misconduct, on behalf of themselves or someone else. When the student/member of staff makes the report they can choose whether to provide contact details or to report anonymously. If a member of staff or a student decides to make an anonymous report, the action the University can take may be limited especially if there is insufficient information or absence of evidence. However, the University will assess any University risks and take appropriate action to improve the wellbeing and safety for the University community.
- 2.1.5 All safeguarding concern reports will be received and reviewed by the relevant Deputy Designated Safeguarding Leads who are responsible for taking any action required. The Deputy Designated Safeguarding Lead may request that a Safeguarding Report Form is completed in relation to the concerns raised; the template report forms are included in the appendices.
- 2.1.6 Cases of significant concern or high risk relating to students will be discussed at the weekly cross-institutional Students of Concern Review Team meeting to determine appropriate action, if appropriate. Staff cases will be discussed with the relevant HR Partner to determine appropriate action. Research related cases will be discussed with the relevant project lead, project designated safeguarding contact and the Deputy Designated Safeguarding Lead for Research.
- 2.1.7 A written record will be kept by the relevant University Deputy Designated Safeguarding Lead of all discussions, actions and procedures carried out, including the outcome of any investigation.
- 2.1.8 The University Deputy Designated Safeguarding Lead will keep the Head of Department or area and any member of staff involved in the incident suitably informed of any referral and its outcomes.
- 2.1.9 Students/members of staff must discuss matters arising from 2.1.1 above only with the Local Safeguarding Officer or relevant University Deputy Designated Safeguarding Lead if appropriate, and the relevant outside agencies, if required. Details must not be disclosed to any other person without appropriate permission.

- 2.2 *If the incident involves an allegation concerning a member of staff, including a staff volunteer contributing to University activities*
- 2.2.1 Managers considering reporting the actions of members of staff should seek advice from the People and Organisational Effectiveness Division and the University Deputy Designated Safeguarding Lead for Staff.
- 2.2.2 In the case of an allegation of misconduct the University Designated Safeguarding Lead – Staff will liaise with the Deputy Chief Executive (Operations) regarding whether the matter should be dealt with in accordance with the appropriate University [Disciplinary Procedure](#).
- 2.2.3 Where there is clear actual or circumstantial evidence to support the allegation, the Designated Safeguarding Lead – Staff will make an immediate child or adult protection referral.
- 2.2.4 It is recognised that some matters might become the subject of a criminal investigation. Where an employee is subject to an investigation by the police for an alleged criminal offence, the University is entitled to pursue its own or complementary confidential en

- 4.1.5 There will be circumstances where changes in legislation, guidance and/or the responsibilities of an individual role holder change which mean that it is appropriate to require existing staff, students, alumni or volunteers to apply for a DBS disclosure.
- 4.1.6 People and Organisational Effectiveness will retain a list of staff, alumni and student volunteer roles which require an enhanced DBS check. DBS checks for staff in these roles will be updated on an annual basis via subscription to the DBS update service.
- 4.1.7 When staff change roles and move into one of the roles requiring an enhanced DBS check, line managers are responsible for reporting this to People and Organisational Effectiveness and ensuring that the DBS check takes place.
- 4.1.8 Any further advice/guidance should be sought from the relevant Human Resources Advisor regarding staff and/or the relevant Local Safeguarding Officer regarding volunteers.
- 4.2 *Recruitment and selection of students undertaking programmes that involve contact with children or adults at risk as part of the curriculum*
 - 4.2.1 The admissions procedure for students will ensure that past criminal records and pending prosecutions are identified. Departments are responsible for the implementation of these guidelines for applicants to their courses and the Admissions Tutor for the department must have completed Safer Recruitment training.
 - 4.2.2 Applicants may be asked appropriate questions relating to the fact that their programme of study or the placement study component within their course may bring them into contact with children and adults at risk.
 - 4.2.3 References will be obtained and checked by the departmental Admissions Tutor (or nominee) prior to all offers of a place. 'Letters of good conduct' may be requested for students who have spent time working or studying outside the UK.
 - 4.2.4 All successful applicants must be given an opportunity to declare any former spent, or unspent cautions or convictions and where appropriate the Admissions Tutor will

4.3 *Training*

- 4.3.1 The University will draw attention to the Safeguarding Children and Adults at Risk Policy, Procedures and Guidance and the Prevent Guidance by including appropriate material in induction packs for all new staff, students, student ambassadors and volunteers. Line managers will be responsible for providing a copy of the policy, procedures and guidance to appropriate staff as part of their induction.
- 4.3.2 All staff who will come in to contact with children or adults at risk, and all staff teaching on apprenticeship programmes, must read and sign to say that they have understood the Part 1 and Annex B of [Keeping Children Safe in Education 2023 guidance](#). This should be actioned by the member of staff's line manager as part of staff induction procedures.
- 4.3.3 The University will provide training, including child and adult at risk safeguarding training, Prevent training and health and safety guidance, to all relevant staff, students, alumni student ambassadors and volunteers upon appointment and then at appropriate intervals, usually every 3 years. A register of staff and volunteers who have completed training will be retained by People and Organisational Effectiveness. Line managers and Heads of Department have a duty to ensure adequate training and information is provided and updated.
- 4.3.4 The University Designated Safeguarding Leads and Deputies will have current higher level safeguarding training that is updated every 2 years as a minimum.
- 4.3.5 Staff, students, alumni, student ambassadors and volunteers in contact with children or adults at risk may have their activities monitored and evaluated as part of established review procedures. Additional training will be provided to meet individual needs and ensure

- 5.2 All staff should follow the University's Risk Assessment procedure for any event or activity. Risk assessment information and documents can be found [here](#). In all cases, the risk assessment process must be completed and satisfactory control measures put in place before any activity involving children or adults at risk is undertaken.
- 5.3 An online training course on risk assessment is available to staff via [Moodle](#).
- 5.4 Local Safeguarding Officers may be able to supply template risk assessments for particular types of activity. Staff should contact the Local Safeguarding Officer for advice and support (see [Safeguarding concerns](#) for details of Local Safeguarding Officers).
- 5.5 If staff are organising an in person event involving children or adults at risk, they are recommended to make arrangements via the conference and events team. This will ensure consideration of access and safeguarding processes as this is built into their procedures. The Conference and Events team's contact information can be found [here](#).
- 5.6 If staff choose to run in person events outside of the conference and events system on behalf of the University, they must ensure that they have undertaken all risk assessments and taken in to account safeguarding requirements and reasonable adjustments needed. A set of guidance and good practice guidelines for organising events involving children and adults at risk is included as Appendix 1. If staff are unsure whether the event or activity will involve children or adults at risk, they should assume

- 2.6 Staff should never be afraid to ask for appropriate advice and guidance if they are unsure of what action to take. Confidential advice can be given by the relevant Local Safeguarding Officer, Deputy Designated Safeguarding Lead or the Emergency Planning and Risk Manager (in respect of incidents arising under Prevent). This advice can be given confidentially without identifying the individual concern if staff members need to establish whether a report should be made.
- 2.7 Staff, students, alumni, student ambassadors and volunteers are reminded that it is a criminal offence for a person to engage in a sexual relationship with a person under the age of 18 in relation to whom they are in a position of trust; the University interprets this to include all children with whom staff, students, alumni, student ambassadors and volunteers come into contact through their role or University activities or while on campus.
- 2.8 *Staff code of conduct in relation to safeguarding*

Stated below are the standards of behaviour which staff, students, alumni, student ambassadors, contractors and volunteers working with children or adults at risk should observe. This code should assist in the safeguarding of both children or adults at risk and staff, students, alumni and volunteers. Further instruction and training on safeguarding will be provided for individual activities by the project coordinator or line manager.

Staff, students, alumni, student ambassadors and volunteers must:

- (i) follow the Safeguarding Children and Adults at Risk Procedures and Guidance at all times;
- (ii) put the welfare of children or adults at risk first in any situation;
- (iii) treat all children or adults at risk with respect and fairness, regardless of gender, race, colour, nationality, ethnic or racial origin, religion or belief, disability, age, or sexual orientation.

- (ix) if it is necessary to contact a child or an adult at risk, use university email (or another official, rather than personal, means of communication). Using social media is never appropriate;
- (x) respect a child's or adult at risk's right to personal privacy, while recognising that an agreement not to pass on information or to keep secrets must never be made with children or adults at risk;
- (xi) report concerns, unacceptable behaviour and allegations or suspicions of abuse to the project coordinator, line manager or Local/Deputy Safeguarding Officer, preferably using the online safeguarding incident report system [Unisafe](#);
- (xii) remember that representatives of the University serve as role models and must act in a responsible manner.

- (xvi) go into a lavatory or an enclosed space with children or adults at risk unless another adult is present (this may include a parent, teacher, group leader, project co-ordinator or line manager);
- (xvii) spend time alone with a child or adult at risk. If an individual finds they are in a situation where they are alone with a child or adult at risk, they should make sure that they can be clearly observed or seen by others.

2.9 Staff, students, alumni and volunteers should recognise that being alone with a child or adult at risk makes both parties vulnerable. However, staff, students, alumni and volunteers may need to manage risk. When, for example, there is the imminent risk of a child or adult at risk harming himself or herself, then it is common sense to intervene, even if this requires the individual to be alone with that person. Such intervention should be guided by what is in the best interests of the child or adult at risk's welfare. The member of staff/students should subsequently record their actions and the reason for them, preferably using the safeguarding incident report function of [Unisafe](#) and also share this with the event/project coordinator or their line manager.

If it is alleged that a member of staff or a student has breached the staff code of conduct an investigation may be carried out in line with the relevant disciplinary procedure.

2.10 First Aid: ideally first aid should only be administered by a trained First Aider. In all circumstances, the child or adult at risk's welfare should come first and first aid should be administered if required. Staff/students should subsequently record their actions and the reason for them through the safeguarding incident report function of [Unisafe](#).

2.11 Detailed safeguarding guidance for in person and online interactions with children or adults at risk are included as Appendices 2 and 3.

3.1 The team with designated responsibility for determining the severity of mental health issues is the Student Mental Health Service (SMHS) in Student and Education Services. The SMHS are not an emergency service and if there are concerns of serious risk, staff/students should call 999 immediately so that paramedics can be called to assess the situation. In situations where the risk is not immediate staff/students can contact the team for confidential advice and guidance (mentalhealth@lancaster.ac.uk). Staff/students do not need to give the affected person's details if they are ascertaining whether there is a risk, however, they should always ensure that they are not acceu.6u6(5.4 841.8 re 595.4 841.8 Tf Tm gBT/F2 12 gr)14(a)-3(0.0

3.2 Staff/students can also always seek advice from the relevant Local Safeguarding Officer or University Deputy Designated Safeguarding Lead (current details available on the [Safeguarding concerns](#))

two elements but both are important. Safeguarding involves caring for vulnerable groups appropriately and protecting them from harm. Where appropriate, codes of conduct should be agreed with the child or adult at risk (via, if applicable, a group leader in the case of a school, etc.) and any external organisations respectively, detailing expectations of behaviour on the part of each party. In terms of Health and Safety, the risk assessment should give particular consideration to the advance provision of information, orientation and induction, and application of emergency procedures e.g. accident, fire and evacuation. The risk assessment should take into account the specific risks arising from the age of the participant, e.g. lack of experience and knowledge, perception of risk and the needs of the individual.

- 1.3 Avoiding lone interactions: staff should never meet alone with an under-18 or an adult at risk. Ideally two members of staff should be present or if this is not possible, the interaction must take place in an open space.
- 1.4 DBS check and training:

All interactions with young people aged under-18 or adults at risk should adhere to the University's [Safeguarding Children and Adults at Risk Policy](#) and [Procedures and Guidance](#). These guidelines for online interactions provide additional advice and guidance.

All University staff (including partner body/agency staff) and volunteers working on behalf of the University are regarded as being in a position of trust, in particular those who teach, support, guide or in any way interact with students and applicants. It is important that all staff are aware of the Safeguarding Children and Adults at Risk Policy and its supporting procedures and guidance and act accordingly at all times.

If the a

- 2.6 Personal contact between staff and under-18s/adults at risk and vice versa can always and should always be made through the activity co-ordinator.
- 2.7 Parental/guardian con

- 3.2 Should the child/adult at risk begin to display inappropriate behaviour, member of staff to quickly end the session and inform line-manager and department/area safeguarding lead what has happened and why.
- 3.3 For techniques to deal with any challenging situations when interacting with students/applicants, this [online course](#) is available.

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- < constant hunger;
- < poor personal hygiene, check nails for cleanliness;
- < constant tiredness;
- < poor state of clothing, inadequate clothing, or inappropriate clothing;
- < emaciation, malnutrition;
- < rapid or continuous weight loss;
- < lack of necessary physical aids;
- < frequent lateness or non-attendance at school, appointments, or day services;
- < untreated medical problems;
- < destructive tendencies;
- < low self-esteem;
- < neurotic behaviour;
- < no social relationships;
- < running away;
- < compulsive stealing or scavenging;
- < home alone/lack of supervision;
- < evidence of threats or fear of an authority figure (including carers) negating independence

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- < low self-esteem;
- < f

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< a sexual act carried out

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- < physical, mental and emotional development delay;
- < admission of punishment which appears excessive;
- < over-reaction to mistakes;
- < continual self-deprecation;
- < sudden speech disorders;
- < fear of new situations;
- < inappropriate emotional responses to painful situations;
- < neurotic behaviour (rocking; hair twisting; thumb-sucking);
- < self-mutilation;
- < urinary or faecal incontinence;
- < fear of parents/carers being contacted;
- < difficulty in gaining access to the individual on their own;
- < communication or phrases that sound like what the suspected perpetrator would say or language that is out of character or age inappropriate for the person;
- < deference or submission to the suspected perpetrator;
- < extremes of passivity or aggression;
- < drug/solvent abuse/alcohol;
- < running away;
- < compulsive stealing, scavenging.

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- < lack of flexibility and choice for people using care services;
- < inadequate staffing levels;
- < people being hungry or dehydrated;
- < poor standards of care;
- < lack of personal clothing and possessions and communal use of personal items;
- < lack of adequate procedures;
- < poor record-keeping and missing documents;
- < absence of visitors;
- < few social, recreational and educational activities;
- < public discussion of personal matters;
- < unnecessary exposure during bathing or using the toilet;
- < absence of individual care plans;
- < lack of management overview and support.

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- < a person becomes overly concerned about gender, race, ethnicity, sexual preference, religion, age, health or disability of themselves or other people;
- < a person starts to try to be like others;
- < a person is forced to dress differently;

- < the person appears withdrawn and isolated;
- < expressions of anger, frustration, fear or anxiety;
- < the support on offer does not take account of the person's individual needs in terms of a protected characteristic;
- < discriminatory abuse may take the form of any other type of abuse.

