



CHILDREN/YOUNG PEOPLE AND VULNERABLE ADULTS PROTECTION POLICY

Originator: Katrina Welsh
Date: March 2022
Approved by: Board of Governors
Type: Policy

Previous Version: September 2018

CONTENTS

1. Policy Statement	3
2. Designated Staff with Responsibility for Child Protection/Vulnerable Adults	7
3. Dealing with Disclosure of Abuse	9
4. Online Safety	9
5. Vulnerable Groups	10
6. Peer-on-Peer Abuse	11
7. Sexual Misconduct	11
8. Child Exploitation	11
9. Children Missing from Education	12
10. Female Genital Mutilation: The Mandatory Reporting Duty	12
11. Concerns That Do Not Meet the Harm Threshold according to KCSiE Guidance	13
12. Recruitment and Selection Procedures	13
13. Staff Training	14
14. Whistleblowing	14
APPENDIX 1 Safeguarding Legislation and Guidance Document	15
APPENDIX 2 Internal Processes	17

1. Policy Statement

- 1.1 Leeds Arts University has a statutory duty to ensure that it promotes the safeguarding and welfare of children/young people and vulnerable adults to whom it provides education and recognises the requirement to do so in partnership with Leeds City Council.
- 1.2 Throughout these policies and procedures, reference is made to “children and young people”, the term is used to mean “those under the age of 18”.
- 1.3 It is also recognised that some adults are vulnerable to abuse. Accordingly, the procedures are also applied to allegations of abuse and the protection of vulnerable adults. Guidance on who is a ‘vulnerable adult’ is taken from ‘No Secrets’ (Department of Health 2000), which defines vulnerable adults as: ‘those adults who are or may be in need of community care services by reason of mental or other disability, age or illness.
- 1.4 The definition of vulnerable adults includes (but is not exclusive to) individuals with any of the following:
 - Learning difficulties;
 - Physical impairments;
 - Sensory impairments;
 - Mental health needs;
 - Age related frailty;
 - Dementia;
 - Brain injuries;
 - Serious drug or alcohol problems.
- 1.5 The University will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to the Leeds City Council’s Department of Children and Young People’s Services, the Leeds City Council Adult Social Care Service, the police, or, in cases of radicalisation, to the Channel programme as appropriate.
- 1.6 The member of the University Senior Management Team with special responsibility for protection issues and all staff working with children/young people and vulnerable adults will receive adequate training to familiarise them with child/vulnerable protection issues and their responsibilities and the University’s procedures and policies, with refresher training every year.
- 1.7 The member of the University Senior Management Team with special responsibility for protection issues is the Pro-Vice-Chancellor Student Experience and Resources. They shall be assisted by 3 deputies with responsibility for child/vulnerable adult protection. These are known as the Deputy Safeguarding Leads (DSL) and their names and titles are set out in section 2 of this policy.
- 1.8 The University recognises the following as definitions and indicators of abuse:

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger;
- Tiredness or listlessness;
- Child dirty or unkempt;
- Poorly or inappropriately clad for the weather;
- Poor attendance or often late for class;
- Poor concentration;
- Affection or attention seeking behaviour;
- Untreated illnesses/injuries;
- Pallid complexion;
- Stealing or scavenging compulsively;
- Failure to develop intellectually or socially;
- Neurotic behaviour.

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

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred;
- Finger, hand or nail marks, black eyes;
- Bite marks;
- Round burn marks, burns and scalds;
- Lacerations, wealds;
- Fractures;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying;
- Isolation from peers.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology

can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (not to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusually compliant;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group.

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Examples which may indicate emotional abuse (not to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation;
- Delayed physical, mental, emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away/going missing;
- Compulsive stealing;
- Masturbation, appetite disorders - anorexia nervosa, bulimia.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears

consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Reference: Working Together to Safeguard Children (DfE 2021). See also Keeping Children Safe in Education (KCSiE) (2021) Part one and Annex A. Leeds Children's Services Model Safeguarding and Child Protection Policy 2021

1.9 In addition to the above the following are also considered as forms of abuse:

- **Forced marriage:** a marriage conducted without the full consent of both parties and where duress is a factor. It is entirely separate from an arranged marriage that is freely entered into and the two should not be confused. Acts such as forced marriage and so-called 'honour crimes' come under the definition of "domestic violence". Any disclosure of a marriage forced on a young person or vulnerable adult must be referred to a DSL.
- **Honour-Based Violence:** so-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

1.10 In respect of vulnerable adults and in addition to those forms of abuse above, Leeds City Council also identifies the following:

- **Financial abuse** is defined as the misappropriation of money or assets; transactions to which the person could not consent or which were invalidated by intimidation or deception; or, the misuse of assets. Examples include misuse of benefits, denying access to money, not spending allowances on the individual, and unreasonable restriction on a person's right to control over their lives to the best of their ability.
- **Discriminatory abuse** is defined as any form of abuse based on discrimination because of a person's race, culture, belief, gender, age, disability, sexual orientation etc.
- **Institutional abuse** is defined as repeated incidents of poor professional practice or neglect, and inflexible services based on the needs of the providers rather than the person requiring the service.
- **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

With respect to safeguarding individuals from radicalisation, the University works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for learners through referrals to the Channel programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. It is recognised that radicalisation can occur to any individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is one of grooming by others.

- 1.11 Staff are expected to assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Leeds Education Safeguarding Team and the Prevent team can advise and identify local referral pathways. If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with a DSL who will contact the Education Safeguarding Team for further advice
- 1.12 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. The University will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).
- 1.13 Channel is a voluntary, confidential support programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the University may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

2. Designated Staff with Responsibility for Child Protection/Vulnerable Adults

- 2.1 Senior staff members with lead responsibility for safeguarding.
 - 2.1.1 The designated senior member of staff with lead responsibility for child/vulnerable adult protection issues is the Pro-Vice-Chancellor Student Experience and Resources.
 - 2.1.2 The person is a senior member of the University Senior Management Team. They have a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of safe environment for the children, young people and vulnerable adults learning within the University.
 - 2.1.3 The designated Safeguarding Lead has received training in child/vulnerable adult protection issues and inter-agency working, as required by the Local Safeguarding Children Board, and will receive updates annually along with refresher training at least every two years.
 - 2.1.4 The Head of Student Support (a deputy Safeguarding Lead) will provide an annual report to the governing body of the University setting out how the University has discharged its duties. They are responsible for reporting deficiencies in procedure or policy identified by the Local Safeguarding Children's Board (or others) to the governing body at the earliest opportunity.
 - 2.1.5 The Head of Student Support and Deputy Safeguarding Lead (DSL) is responsible for overseeing the operation of procedures. This involves:

- Overseeing the referral of cases of suspected abuse/radicalisation or allegations to the City Council's Department of Children and Young People's Services, or other agencies (such as the police, Channel) as appropriate.
- Providing advice and support to other staff on issues relating to child/vulnerable adult protection.
- Maintaining a proper record of any child/vulnerable adult protection referral, complaint or concern (even where that concern does not lead to a referral).
- Ensuring that parents/carers of children and young people/vulnerable adults within the University are aware of the University's Child/Vulnerable Adult Protection Policy.
- Liaising with the Children and Young People's Services Department of the Local Authority, the Local Safeguarding Children Board and other appropriate agencies.
- Liaising with secondary schools which send pupils to the University to ensure that appropriate arrangements are made for the pupils.
- Ensuring that all staff receive basic training in child protection/vulnerable adult issues and are aware of the University's Child/Vulnerable Adult Protection Policy.
- Convening and chairing meetings of the designated safeguarding staff.

2.2 Designated staff members

2.2.1 Designated members of staff with particular responsibility for child protection/vulnerable adult issues are:

- Head of Student Support (DSL)
- Further Education Course Co-ordinator (DSL)
- Student Welfare Manager (DSL)
- University Welfare Advisors

2.2.2 These designated staff members:

- Report to the Head of Student Support on child/vulnerable adult protection issues;
- Are trained and able to receive and make an appropriate child/vulnerable adult protection referral to external agencies;
- Will be available to provide advice and support to other staff on issues relating to child/vulnerable adults studying at the University;
- Have particular responsibility to be available to listen to children, young people and vulnerable adults studying at the University;
- Will deal with individual cases, including attending case conferences and review meetings as appropriate;
- Have received training in child protection/vulnerable adult issues and interagency working, as required by the Leeds Safeguarding Children's Board, and will receive updates annually and refresher training at least every two years.

2.3 Designated Governor

2.3.1 There is a designated member of the Board of Governors with responsibility for child protection issues, including where these are linked to Prevent Duty issues.

The designated governor is responsible for liaising with the Vice-Chancellor and Designated staff over matters regarding child protection, including:

- Ensuring that the University has child protection procedures and policies;
- Ensuring that each year the Board of Governors is informed of how the University and its staff have complied with the policy through an annual report from the University, including but not limited to a report on the training that staff have undertaken.

2.3.2 The designated governor is responsible for overseeing the liaison between agencies such as the police, social services etc. (as defined by the Local Safeguarding Children's Board) in connection with allegations against the Vice-Chancellor. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

2.3.3 To assist in these duties, the designated governor shall receive appropriate training and will hold an Enhanced Disclosure and Barring Service (DBS) certificate.

3. Dealing with Disclosure of Abuse

3.1 Early help is an umbrella term to describe activity that is undertaken to provide support to children and families as early as possible. Providing early help is most effective in promoting the welfare of children and young people. Early help means providing support as soon as a problem emerges and can also prevent further problems arising.

3.2 Immediate Protection where there is a risk to the life of a child or young person or a likelihood of serious immediate harm, a referral should be made to an agency with statutory child protection powers such as local authority social workers, the police or NSPCC, who should use their statutory child protection powers to act immediately to secure the safety of the child. Emergency action might be necessary as soon as a referral is received. Immediate protection referrals include:

- When it is felt a child or young person is at immediate risk of harm;
- When a child protection investigation is needed (because of physical sexual and emotional abuse or chronic neglect);
- When a child or young person needs an immediate mental health assessment.

3.3 The University has published procedures for reporting cases of suspected abuse of young people or vulnerable adults. These procedures are issued to all members of staff and all new recruits to the University during their induction and have been endorsed by the Local Safeguarding Children Board.

3.4 Where allegation of abuse concerns a member of staff this should be reported to the Head of HR or a member of the Senior Management Team as outlined in Guidelines on Safeguarding and Employment:

<https://portal.leeds-art.ac.uk/human-resources/policies/policy-statement-safeguarding-employment>

The Local Authority Designated Officer (LADO) will also be informed of any concerns that come to the University's attention within 24 hours.

4. Online Safety

4.1 University internet access is filtered for safeguarding and Prevent purposes (where extremist groups make use of the internet to radicalise and recruit and to promote extremist materials) for known sites using a third-party provider. Nevertheless, all staff should be proactively

attentive to attempts by children and young people to access inappropriate or harmful content online. Such instances should be noted as a cause for concern and referred to a designated staff member. Online safety and safeguarding are both integrated into teaching and learning activities on courses involving children and young people and reviewed as part of annual self-assessment. Students are taught about E-Safety, including the risk of being exposed to harmful material, the risk of harmful interaction with others and the risk of online behaviour that causes or increases the likelihood of harm. They are taught about the dangers of sexting. All members of staff are required to have read and to follow the University's Social Media Policy and JANET policy.

- 4.2 Further Education courses provide education relating to safeguarding themes, including online safety, and recognise that a one size fits all approach may not be appropriate for all students, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed. Concerns relating to online safety will be reported to the Prevent working group.
- 4.3 Remote Learning and Remote Welfare
Instances where students are required to learn online at home, the University will follow advice from the DfE on safeguarding and remote education (DfE, 2021b) in addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019) and the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2020).
- 4.4 Where students are remote learning and a DSL has identified a student to be vulnerable, on the edge of social care support, they should ensure that regular contact is maintained and a support plan is in place for that child or young person. Other individualised contact methods should be considered and recorded. Details of support must be recorded, a record of contacts made should be logged. Safeguarding concerns will be alerted to a DSL to ensure that concerns are understood and support is in place.
- 4.5 We recognise that the University is a protective factor for children and situations can affect the mental health of students and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of students' work where they are at home.

5. Vulnerable Groups

Members of staff should in particular be alert to the potential need for early help for a child or vulnerable adult who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;

- has returned home to their family from care;
- is a privately fostered child.

6. Peer-on-Peer Abuse

We recognise that children and young people are capable of abusing their peers and that peer-on-peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes and abuse can occur within intimate partner relationships. All concerns around peer-on-peer abuse will be taken seriously and investigated in line with the procedures outlined in this policy.

7. Sexual Misconduct

- 7.1 Sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the University (including those that have happened outside of University) the concern will be taken seriously and will be subject to investigation under the University disciplinary procedures.
- 7.2 We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL's must (where appropriate) always complete an assessment, intervention, and contact the Duty and Advice Social Work team if appropriate and follow the principles set out in Part 5 of KCSiE and the DfE guidance on Sexual Violence and Sexual Harassment (2021).
- 7.3 We will ensure that the needs of students who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm, providing support to both parties.
- 7.4 Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the University community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a co-ordinated multi-agency approach to risk assessment, which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). Further support and advice on AIM Checklists and/or undertaking a RAMP will be obtained from the Education Safeguarding Team.
- 7.5 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the University will consider whether it is appropriate to take any disciplinary action in keeping with the University's disciplinary policy.

8. Child Exploitation

- 8.1 Where child exploitation (i.e. criminal, sexual, trafficking, modern day slavery), or the risk of it, is suspected, staff must notify a DSL, in line with the child protection policy reporting systems.

- 8.2 The DSL will complete the child exploitation response checklist:

<https://www.leadsscp.org.uk/LSCB/media/Images/Police-information-report-for-CSE.doc>

A copy of the child exploitation risk identification tool for partners can be obtained from the LSCP Website:

<https://www.leadsscp.org.uk/Practitioners/Child-Exploitation-and-Children-Missingfrom-Home/County-Lines>

A copy of the completed tool will be kept in the child protection records for future reference. The DSL can also refer a student to the monthly Multiagency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information will be emailed to chs.mace@leeds.gov.uk. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

- 8.3 If the child/young person already has an allocated social worker, the DSL will contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after, or previously looked after, the DSL should also notify the nominated officer for looked after children.

9. Children Missing from Education

- 9.1 A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education, we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education - Statutory guidance for local authorities (DfE September 2016) a DSL will follow the Leeds Children's Services Local Authority procedure and contact: cme@leeds.gov.uk Tel: 0113 3789686.
- 9.2 Children who are absent, abscond or go missing during the University day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. Staff members must follow the University procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

10. Female Genital Mutilation (FGM): The Mandatory Reporting Duty

- 10.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 10.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 10.3 Any member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must immediately (in consultation with the DSL) report this to the police personally and follow the University safeguarding procedure. This is a statutory duty, and staff will face disciplinary sanctions for failing to meet it.

- 10.4 The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine students.

11. Concerns That Do Not Meet the Harm Threshold according to KCSiE Guidance

- 11.1 A low-level concern is any concern that an adult has acted in a way that is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work, but which does not meet the allegations threshold or therefore not considered serious enough to refer to the Local Authority Designated Officer (LADO).

Examples of low-level concerns could include:

- being over friendly with students;
 - having favourites;
 - taking photographs of young people on their mobile phone;
 - engaging with a young person one-to-one in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating or offensive language.
- 11.2 To help prevent low-level concerns, the staff codes of conduct and safeguarding policies and procedures will be implemented effectively and appropriate action will be taken to deal with any concern.
- 11.3 Sharing Concerns
Low-level concerns should be reported to the Head of HR. If there are concerns about the Head of HR or a DSL, these should be reported to the Vice-Chancellor. The University seeks to create an environment where staff are encouraged and feel confident to self-refer if they find themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.
- 11.4 Recording Concerns
The Head of HR will record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken. Records will be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

12. Recruitment and Selection Procedures

The University's policy and procedures for the selection of and recruitment of staff are designed with the aim of providing a safe environment for children/young people and vulnerable adults to learn in. Key aspects of the procedures and processes for roles involving working with young people and vulnerable adults are as follows:

- Job descriptions are available for all roles;
- A person specification setting out the key selection criteria for all roles;
- A standard application form that provides for the collection of information on applicants that enables the University to recruit safely;
- Advertising of posts externally as appropriate;
- A requirement for those appointed to produce documentary evidence of academic/vocational qualifications;
- Standard interview questions for lecturer appointments and other key staff who work with children and young adults exploring their suitability in this respect. Interviewers are advised to follow up on any gaps or discrepancies in the employment history of applicants. A member of HR is on every panel who has undertaken safer recruitment training;

- Two satisfactory references are obtained for each successful applicant as a condition of their employment. The first reference should be the applicant's existing or most recent employer. The second reference should also be from an employer where possible. Character references are only used where an applicant has little or no previous work experience e.g. young persons. Where appropriate referees are asked specific questions about an applicant and their role in safeguarding children;
- A policy on the recruitment of ex-offenders;
- A policy on obtaining a satisfactory Disclosure and Barring Service (DBS) disclosure check for appropriate positions as a condition of employment at the University.

13. Staff Training

- 13.1 All staff who work with children and young people receive appropriate safeguarding and child protection training on induction to the University and are required to read the governments guidance 'Keeping Children Safe in Education (2021) Part 1: Information for all school and College staff, September 2021'. Staff in this category are required to sign to confirm their acceptance and understanding of the guidance.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.pdf
- 13.2 Staff development includes training on online safety and on Prevent awareness. The University will make an assessment of the appropriate level and focus for staff training to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health. All new members of staff receive formal child protection training as part of the induction process.
- 13.3 All staff who work with children and young people will also receive safeguarding and child protection updates annually via email, bulletin or meeting to provide them with the necessary skills and knowledge to safeguard children effectively. Refresher training is carried out every three years.

14. Whistleblowing

- 14.1 Whistleblowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Leeds Arts University has a clear and accessible Whistleblowing Policy that meets the terms of the Public Interest Disclosure Act 1998. Those who use whistleblowing procedures are made aware that their employment rights are protected.
- 14.2 All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the University's safeguarding practices and that such concerns will be taken seriously by the Senior Management Team.
- 14.3 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk. - line is available from 8:00 AM to 10:00 PM, Monday to Friday or 9AM TO 6PM AT WEEKENDS

The following Appendices reflect Leeds Safeguarding Children's Partnership referral pathways and procedures for responding to specific circumstances, which apply when responding to individual concerns about a child.

APPENDIX 1: Safeguarding Legislation and Guidance Document

Safeguarding Legislation and Guidance Document

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2021

This policy is also based on the following legislation and guidance:

Section 175 of the Education Act 2002, which places a duty on colleges and local authorities to safeguard and promote the welfare of students.

The College Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a College interview / appointment panel to be trained in safer recruitment techniques.

Part 3 of the schedule to the Education (Independent College Standards) Regulations 2014, which places a duty on academies and independent Colleges to safeguard and promote the welfare of students at the College.

Part 1 of the schedule to the Non-Maintained Special Colleges (England) Regulations 2015, which places a duty on non-maintained special Colleges to safeguard and promote the welfare of students at the College.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.

Statutory Guidance on the Prevent duty, which explains colleges' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019).

Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium Addendum April 2020)

Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)

<https://www.leedsscp.org.uk/LSCB/media/Images/Police-information-report-for-CSE.doc>

Sharing nudes and semi-nudes: advice for education settings working with children and young people (Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020)

Safeguarding and remote education during coronavirus (COVID-19) (DfE, 2021b)

Children Missing Education - Statutory guidance for local authorities (DfE September 2016)

When to call the police - Guidance for Colleges (NPCC - 2020)

Education and Training (Welfare of Children) Act 2021

<https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted>

FE providers are under a statutory duty to co-operate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures LSCP - Local protocols for Leeds practitioners ([leedsscp.org.uk](https://www.leedsscp.org.uk)) and has been ratified by the LSCP Education Reference Group. It must be read in conjunction with other relevant policies and procedures and KCSiE (DfE 2021).

The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also complies with our funding agreement and articles of association.

APPENDIX 2 Internal processes

1. The Duty to Report

Leeds Arts University and all its members of staff have a legal duty to report cases of suspected abuse. If you, as a member of staff, have concerns that a child/young person or vulnerable adult has been mistreated or abused, you **MUST** report this.

2. What to do if you Notice Abuse

You may become aware of potential abuse in two main ways:

- You may observe signs in a student that lead you to suspect that they have been physically, emotionally, or sexually abused, or suffer severe neglect, or are becoming radicalised; or in addition in the case of a vulnerable adult they may be experiencing financial, discriminatory or institutional abuse;
- A person may be being abused by virtue of their race, gender, age, disability or sexual orientation which would indicate discriminatory abuse;
- The student themselves may disclose to you that they have been abused.

Staff should be alert to the potential need for early help for an individual who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care;
- and/or is showing early signs of abuse and/or neglect.

3. Contextual Safeguarding

3.1 As well as threats to the welfare of young people from within their families, young people may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at University, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children and young people can be vulnerable to multiple threats, including: exploitation by:

- criminal gangs and organised crime groups such as county lines;
- trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation.

3.2 Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and/or welfare of a number of different children and young people who may or may not be known to local authority social care.

4. Dealing with a Disclosure

If a student discloses to you that they (or indeed another child/young person or vulnerable adult) have been, or are being abused/radicalised:

Do

1. **Do** listen very carefully to what they tell you.
2. **Do** take what is said seriously and accept what you are told.
3. **Do** stay calm and reassure the student that they have done the right thing in talking to you.
4. **Do** write down as soon as you can exactly what you have been told.
5. **Do** tell them that you must pass this information on but that only those that need to know will be told. Tell them to whom you will report the matter.

Do not

1. **Do not** panic.
2. **Do not** promise to keep things secret. You have a duty to refer a child/young person or vulnerable adult who is at risk.
3. **Do not** lie or say that everything will be fine now that they have told.
4. **Do not** criticise the abuser, especially if it is a parent/carer.
5. **Do not** ask lots of detailed or leading questions such as: 'What did he do next? Instead, ask open questions such as: 'Anything else to tell me? 'Yes' or 'And...?' Do not press for answers the student is unwilling to give.

It is important that the person to whom disclosure is made **does not investigate** or question the person concerned except to clarify what they have heard. This is particularly important in cases of sexual abuse.

It is very important to record, as accurately as possible, what was said to you when you received the disclosure of abuse. Notes should be written in factual and impartial manner. All written records should be handled confidentially. Cause for Concern Forms should be password protected, a DSL will tell you the format, completed forms will be saved securely on the Special drive with access only permitted by DSLs.

If a child/young person or vulnerable adult discloses to you that they or another child have been abused/radicalised, or if you suspect from what you observe that they are being abused, you **MUST REPORT THIS**.

The DSL role is to deal with cases of suspected abuse. You must inform any one of these staff **immediately** if you have concerns that a child/young person or vulnerable adult has been, or is being abused. They should be informed in person, or by telephone or (in extreme circumstances) by email.

There are three routes to refer concern about abuse:

- Contact the University's Safeguarding Leads. Members of this team are always on duty between the hours of 9.00-5.00, Mon-Fri during term time. These members of staff can be contacted by telephoning either of these numbers:

Katrina Welsh - Head of Student Support - 8054
Student Welfare Manager - 8259
Katie Holmes - FE Course Co-ordinator - 8065

- If the disclosure/concern involves a member of University staff, contact the Vice Chancellor or Pro-Vice-Chancellor Student Experience & Resources and Student Support in which case the procedures detailed in the University's Guidelines on Safeguarding and Employment.

- If, for any reason, you are unable to contact a DSL (for example in the evening or on a residential trip) and the matter is urgent, then contact the Local Authority or the police directly and report the matter to the Head of Student Services at the next available opportunity.

Practitioners involved with a child or family can phone the Duty and Advice Team on: 0113 376 0336 between 8.00am to 6.00pm.

If your enquiry needs a response from Children's Social Work Service outside normal office hours, phone the out of hours Emergency Duty team on 0113240 9536.

If you feel that a child is immediately at risk please contact the emergency services on 999.

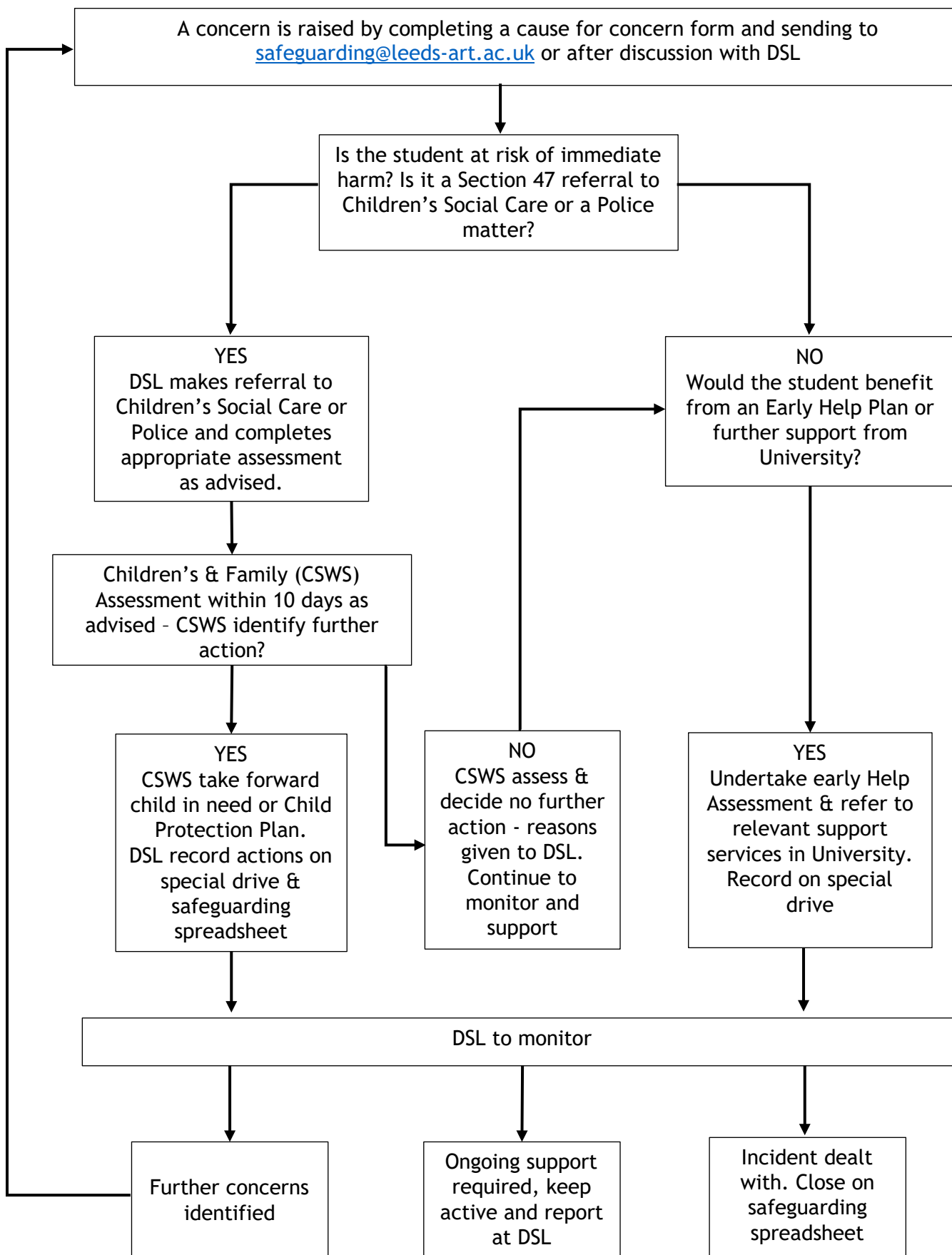
In all cases, if you are concerned, the role is to pass this on quickly and to seek help and further support rather than to worry alone or do nothing.

5. The Operation of Designated Safeguarding Leads

- 5.1 When a member of staff refers a case of suspected abuse to a DSL, the DSL will decide whether or not the situation should be referred to the Local Authority or the police, or whether some other course of action is more appropriate (see flow chart). In coming to a decision about what action to take, the DSL may confer with other members of the team. They may also take advice from the University's contacts in the Local Authority. If they consider that abuse may have taken place, or that a child/young person or vulnerable adult is at risk of abuse, they will formally notify the Local Authority or police about this.
- 5.2 At this point the Local Authority take over responsibility for the issue. If they decide that there are serious concerns, they will initiate a formal assessment and, where circumstances warrant it, involve the police.
- 5.3 Involvement in cases of suspected abuse can be personally disturbing and distressing. Although the individuals involved in taking the disclosure may feel a need to talk about it with someone - a colleague, a friend, a partner - they should avoid this in order to respect the confidentiality of the student concerned. The University's staff assistance programme can offer support and advice.
- 5.4 Disclosure of, or being the subject of abuse is obviously a very difficult and distressing time for the student, who needs to be offered continuing support in the University. They should be made aware of the support available to them (the University counselling service for example) and helped to initiate contact with this support if so desired.
- 5.5 A confidential record will be kept of all cases referred to Safeguarding Leads, including details of cases referred to the Local Authority or the police.
- 5.6 The Head of Student Support and Pro-Vice-Chancellor Student Experience & Resources will be informed where a case has arisen which has been referred to the Local Authority or the police.

Child Protection/ Reporting Procedure

Summary of procedures to follow where there are concerns about a child under 18



Summary of procedures to follow where there are concerns about vulnerable adult

