



# **University College Birmingham**

## **Safeguarding Policy Processes and Procedures 2023-2024**

**Issued:** October 2023

**Date of review:** October 2024

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# Safeguarding

## Introduction

University College Birmingham is committed to safeguarding, promoting the wellbeing of its students and ensuring the safety of everyone involved in its activities.

The University aims to provide a safe environment for all students and staff studying and working here and for all visitors to its facilities

The University recognises that it has social, moral and legal obligations to safeguard the wellbeing and safety of children, young people and vulnerable adults involved in any University College Birmingham activities, whether these are conducted in person or online.

University College Birmingham believes that students, staff and visitors to the University have the right to learn and work in a positive environment that is free from harm and all forms of prejudice, harassment, discrimination and bullying.

We recognise that that being subjected to harassment, violence and or abuse, is a breach of an individual's rights, as set out in the Human Rights Act 1998.

The University understands the importance of considering wider environmental factors in our student's lives that may threaten their safety and/or welfare and we are aware that safeguarding incidents and/or behaviours can be associated with factors outside University and can occur between children and we consider the context within which such incidents and/or behaviours occur.

The University understands that safeguarding and promoting the welfare of children is everyone's responsibility and that everyone who comes into contact with children and vulnerable adults has a role to play. Therefore, we recognise that the University forms part of a wider safeguarding framework and system. This framework and system are described in full detail in the statutory guidance 'Working Together to Safeguard Children 2018'.

## **1. What is the purpose of this policy?**

**1.1 This document sets out our responsibilities and provides the detailed processes and procedures we will follow. It also outlines how we will:**

- Provide a safe and supportive environment for all our students, with particular regard to children and vulnerable adults who engage with our staff, students, contractors and volunteers in the course of our work and University-led activities.
- Ensure that staff and those facilitating or supporting programmes and activities working with children and vulnerable adults have defined responsibilities.
- Ensure that there is a clear reporting and escalation route should staff or students become aware of a safeguarding concern.
- Ensure that staff and students engaging with children and vulnerable adults receive relevant safeguarding training and understand their role and responsibilities in safeguarding.

## **2. What and whom does this policy cover?**

**2.1 This policy and the processes and procedures it sets out apply to all students, staff, governors, volunteers, contractors, subcontractors, and visitors to University College Birmingham (irrespective of age, gender, ethnicity and disability), who come into contact with or encounter the following groups through teaching, professional services and other activities:**

- Children; for the purposes of safeguarding a child is anyone under the age of 18.
- Vulnerable Adults at risk of harm (hereafter called 'vulnerable adults'). An adult in a vulnerable situation is defined as person aged 18 or over, who is or may need community care services by reason of mental health or other disability, age or illness or other personal characteristics or circumstances; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

**2.2 Examples of relevant activities undertaken or facilitated by the University include, but are not limited to:**

- Organised school/University visits or campus tours
- Events organised by third parties whereby children and/or vulnerable adults may be using our facilities, including sporting facilities or halls of residence.
- Children or vulnerable adults studying at the university, carrying out work experience at the University or employed by the university.

## **What is UCB doing through its safeguarding work?**

### **UCB is-**

- Complying with our legal obligations and developing our arrangements to reflect good practice in further education, higher education and other relevant sectors.**

This Policy is informed by a collection of legislation and statutory guidance, including, Keeping Children Safe in Education (2023), Working together to safeguard children (2018) Children Act 1989 and 2004, Care Act (2014), Safeguarding Vulnerable Groups Act 2006, Human Rights Act 1998, Equality Act 2010, Data Protection Act 2018 and the General Data Protection Regulations 2018.

University College Birmingham has due regard for the key statutory guidance Keeping Children Safe in Education (2023) and as a University we promote the crucial principles:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Our approach to safeguarding vulnerable adults draws broadly on the Care Act (2014) as we seek to:

- Ensure that the rights of vulnerable adults are protected to enable them to live in safety, free from abuse and neglect.
- Ensure that the wellbeing of the vulnerable adult is promoted. In order to do this, we will consider their views, feelings and beliefs when determining if/what action is needed, whilst also recognising that they can have complex interpersonal relationships and personal circumstances and may not fully appreciate potential risks to their safety or well-being. Therefore, we may not always be able to fully defer to their wishes when seeking the best way forward.

- Ensuring that our staff are subject to appropriate checks and are appropriately trained.**

## University managers:

- Ensure that all members of the safeguarding team are appropriately trained in safeguarding and have refresher training at least annually.
- Ensure that all staff and other adults working within the University receive appropriate safeguarding training.
- Ensure that staff are aware of the signs of abuse and neglect so that they can identify those who may be in need of extra help, are suffering, or are likely to suffer, significant harm. This is achieved by providing all staff with information and training on the main categories of abuse: Physical, Emotional, Sexual and Neglect.
- Encourage all staff to maintain an attitude of '*it could happen here*' where safeguarding is concerned.
- Ensure that staff are aware that behaviour linked to the likes of drug taking, alcohol abuse, missing education and sexting put children and vulnerable people in danger. Staff are aware of their responsibility to take appropriate action, work with other services as needed and use the University's codes of conduct and policies.
- Provide training and support to members of the governing body and trustees at the point of induction to ensure that they understand their important strategic role, as well as their legislative responsibilities, and those set out by the local multi-agency safeguarding arrangements. Managers also ensure that this is regularly updated. This enables governors to fulfil their role within safeguarding at the University and to monitor and challenge the actions of leaders and managers.
- Ensure staff understand the risks posed by and to adults or students who use technology, including the internet, to bully, groom, radicalise or abuse children or vulnerable people.
- Ensure all staff members are aware of the University systems which support safeguarding and explain these as part of their induction.

## The Governing Body:

- Ensure that all adults who have access to students have been checked through the Disclosure and Barring Service (DBS), as to their suitability and that serious concerns are reported to the DBS.

### **c. Ensuring risk assessments are undertaken by the organisers of any event, specifically if intended for children or vulnerable adult**

- Any event which brings children or vulnerable adults onto University premises or into contact with staff, students, contractors or volunteers in a situation where they are not a registered student of the University. It is expected that for visits to the University by outside

schools where members of staff from that school are in attendance, the school will complete its own risk assessment and take its own safeguarding steps in accordance with local education authority guidelines.

**d. Identifying, reporting and escalating concerns relating to the safeguarding of children or adults at risk.**

**University managers:**

- Implement effective systems to enable rapid reporting and response to concerns, and to maintain confidential records of all allegations, incidents and the actions taken.
- Ensure all University staff can identify children and vulnerable people who may benefit from early help and know their role in providing early help through appropriate training. This includes identifying emerging problems, liaising with the DSL, DDSL and wellbeing staff, and sharing information with other professionals to support early identification and assessment.
- Alongside the DSL and DDSL ensure that any child protection and/or safeguarding concerns are shared immediately with the relevant local authority; Children's Advice and Support Service (CASS); Adult Social Care Contact Centre (ASCCC) and/or the police. If a child, young person or vulnerable adult is in immediate danger or is at risk of harm, a referral will be made to CASS/ASCCC and/or the police immediately by the DSL or DDSL.

**University staff:**

- All members of the University (staff, students, protocol staff, contractors) are required to report a safeguarding incident/disclosure/concern. Staff members must do this via the online reporting system 'MyConcern', which can be accessed directly on any device, or via the University portal. This alerts the DSL/DDSL immediately.
- If an incident or allegation requires an immediate response staff should telephone the DSL or DDSL using the numbers within this policy. If the DSL/DDSL are unavailable, the executive team PA should be contacted. If none of these individuals are available, and the issue is urgent, consideration should be given to contacting the police or children's/Adult's Services. Concerns must ALWAYS be followed up by the member of staff if no reply has been received and staff should never assume that the concern has been dealt with or received.
- Students should contact the DSL/DDSL using the published telephone number which is printed on the back of their ID cards. Students can also use the dedicated email address [safeguarding@ucb.ac.uk](mailto:safeguarding@ucb.ac.uk).
- Protocol staff members, contractors and any visitors to the University should report via the dedicated email address [safeguarding@ucb.ac.uk](mailto:safeguarding@ucb.ac.uk).

**e. Promoting our code of conduct for everyone at the University and upholding our Equal Opportunities Policy**

- We ensure everyone is treated equitably and with respect irrespective of their background, appearance, race, religion or belief; gender identity marital/civil partnership status; sexual orientation; disability; age; parental, pregnancy or maternity status; social or economic group.
- The University has a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable, and it will not be tolerated. The University is committed to creating a safe environment for learners and staff. The University recognises that even if there are no reports it does not mean this behaviour is not happening. Any report of sexual violence or sexual harassment will be taken seriously. Staff will not dismiss or tolerate of sexual violence or sexual harassment, or pass this behaviour off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Staff at UCB will challenge physical behaviour such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- Staff and managers promote positive behaviour consistently through the University’s codes of conduct, policies and by example.
- University managers ensure that staff use effective de-escalation techniques and that reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the individual and those around them.
- University managers ensure that all staff abide by the University’s Code of Professional Conduct, ensuring that staff know how to respond with clear boundaries about what is safe and acceptable.
- University managers oversee the safe use of technology and take action immediately if they are concerned about bullying, student well-being, or the misuse of technology.

**f. Reviewing our practices, policies, procedures and how the University discharges its safeguarding duties**

- The Designated Safeguarding Lead (DSL) provides an annual report to the University’s Governing Body setting out how the University has discharged its duties to students and staff.
- The DSL provides a termly report to the Executive Management Team.
- The DSL leads on reviewing all safeguarding related data, reports, policies and procedures.

- The governing body review, at least annually, the policy and procedures for safeguarding children and vulnerable people.

## Who is Responsible?

### ***Creating a Safeguarding Culture – ‘Safeguarding is everyone’s responsibility’***

All members of the university community, including staff paid and unpaid, governors, learners, sub-contracted and franchised staff, volunteers and visitors are responsible and have a collective responsibility for safeguarding and in promoting the welfare of young people and vulnerable people.

All of these groups within our University community will be made aware of the University Safeguarding Policy.

UCB maintain an ‘it could happen here’ approach, we are committed to create a 'culture of safety' in which all learners and members of our community are protected from abuse and harm in all areas of its service delivery including online.

Responsibility for protection of our learners, including young people and vulnerable people must be shared because people are safeguarded only when all relevant agencies and individuals accept responsibility, work with and co-operate with one another.

The learning environment will be one in which our learners feel safe, secure, listened to, valued and respected, and are actively encouraged and supported through the curriculum offer, support, work experience, placement and training areas to raise and report on any concerns they have about their own safety and welfare. Children and vulnerable people who are abused or at risk of abuse will be supported within UCB.

Disclosures regarding any incidents relating to abuse or neglect and allegations against persons in a position of trust made by young people or vulnerable adults must always be taken seriously and reported swiftly in line with the university’s procedures, and with due regard to the privacy of the young person or vulnerable person and their family.

The university will support staff by providing an opportunity to talk through their anxieties and concerns with the Designated Safeguarding Lead including where they have been directly involved in a safeguarding or Prevent incident/case and need reassurance, advice and help.

## Designated staff with key responsibility for safeguarding at UCB

Role	Job Title	Name
<b>Designated Safeguarding Lead (DSL)</b>	Safeguarding Manager- Designated Safeguarding Lead (DSL)	Natalie Stanley <a href="mailto:n.stanley@ucb.ac.uk">n.stanley@ucb.ac.uk</a> Ext. 2351 0121 604 1000 Mobile:07918610222
<b>Deputy Designated Safeguarding Lead (DDSL)</b>	Deputy Designated Safeguarding Lead (DDSL)	Jacqueline Duggan <a href="mailto:j.duggan@ucb.ac.uk">j.duggan@ucb.ac.uk</a> Ext. 2514 0121 604 1000 Mobile: 07881 300348
<b>Deputy Designated Safeguarding Lead (DDSL)</b>	Director of Student Services and Wellbeing	Sian Howarth <a href="mailto:s.howarth@ucb.ac.uk">s.howarth@ucb.ac.uk</a> Ext. 2519 0121 604 1000
<b>Deputy Designated Safeguarding Lead (DDSL)</b>	Pastoral Support Officer- Further Education	Deborah Scattergood <a href="mailto:d.scattergood@ucb.ac.uk">d.scattergood@ucb.ac.uk</a> Ext. 2326 0121 604 1000
<b>Deputy Designated Safeguarding Lead (DDSL)</b>	Pastoral Support Officer- Further Education	Masuma Sultana <a href="mailto:m.sultana@ucb.ac.uk">m.sultana@ucb.ac.uk</a> Ext. 2615 0121 604 1000
<b>Executive Team Member responsible for safeguarding</b>	Vice-Chancellor & Principal	Michael Harkin <a href="mailto:m.harkin@ucb.ac.uk">m.harkin@ucb.ac.uk</a> Ext. 2329 0121 604 1000
<b>Governor with specific responsibility for safeguarding</b>	Phil Romain- <i>Lead Safeguarding Governor</i> Jenny Belza Lorraine Teague	Via PA to Executive Team

# Key Safeguarding Roles and Responsibilities, of the Governing Body and Staff at UCB

## The Role of the Governing Body

*The governing body will:*

- Ensure that the University promotes an environment and culture in which learners feel safe, secure, valued and respected and know that they will be listened to.
- Review, at least annually, the policy and procedures for safeguarding children and vulnerable people.
- Ensure that there is a designated safeguarding lead, University safeguarding team, and that the DSL and any deputies undertake appropriate training every two years.
- Ensure the University has a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure that managers and staff take appropriate action to see that young people and vulnerable people are kept safe.
- Ensure that staff receive safeguarding training and information which is regularly updated.
- Ensure that all adults who have access to students have been checked through the Disclosure and Barring Service (DBS), as to their suitability and that serious concerns are reported to the DBS.
- Ensure effective procedures for reporting and dealing with allegations of abuse against members of staff and in place.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Nominate a Governor to take lead responsibility for safeguarding issues
- Ensure appropriate safeguarding responses for children who go missing from University;
- Ensure that they complete safeguarding and child protection training, which is regularly updated, to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place within the University are effective and support the delivery of a robust whole University approach to safeguarding.
- Regularly review the effectiveness of university filters and monitoring systems and ensure that the leadership team and relevant staff are, aware of and understand the systems in place, manage them effectively and know how to escalate concerns when identified.

## **Designated Safeguarding lead**

*The designated safeguarding lead will:*

- Lead on all safeguarding issues, providing advice, support and training as required to all staff and students.
- Ensure there is a Deputy Designated Safeguarding Lead (DDSL), with clearly defined responsibilities who will provide support to the DSL.
- Ensure all members of staff know the names of safeguarding staff.
- Ensure all members of staff understand their responsibilities in referring any concerns to the safeguarding team, and how to do so.
- Ensure all staff receive training to the required level which is updated as required (records of safeguarding training to be kept centrally by Human Resources).
- Ensure all relevant safeguarding procedures and policies are kept up-to-date in line with legislation and local agency recommendations to ensure they remain fit for purpose and reflect changing statutory requirements and/or changing best practice.
- Develop effective links with relevant agencies and cooperate as required with requests.
- Attend safeguarding meetings and case conferences.
- Keep accurate written records of reported safeguarding issues.
- Ensure all records are kept securely.
- Provide an annual report on safeguarding to the Governing Body.
- Provide a termly report on safeguarding to Executive Management Team.
- Take lead responsibility for understanding the filtering and monitoring systems and processes in place.

## **Human Resources**

*The head of HR is responsible for:*

- Ensuring the University operates 'safer recruitment' procedures and that appropriate checks are undertaken in respect of all new staff and volunteers.
- Maintaining the single central record for all staff in accordance with government guidelines.
- Regularly reviewing and updating the University's recruitment procedures to ensure that they take into account current legislation and best practice in safer recruitment.
- Maintain records of training provided for staff.

## **Deans, deputy deans and heads of department**

*Deans, deputy deans and heads of department will:*

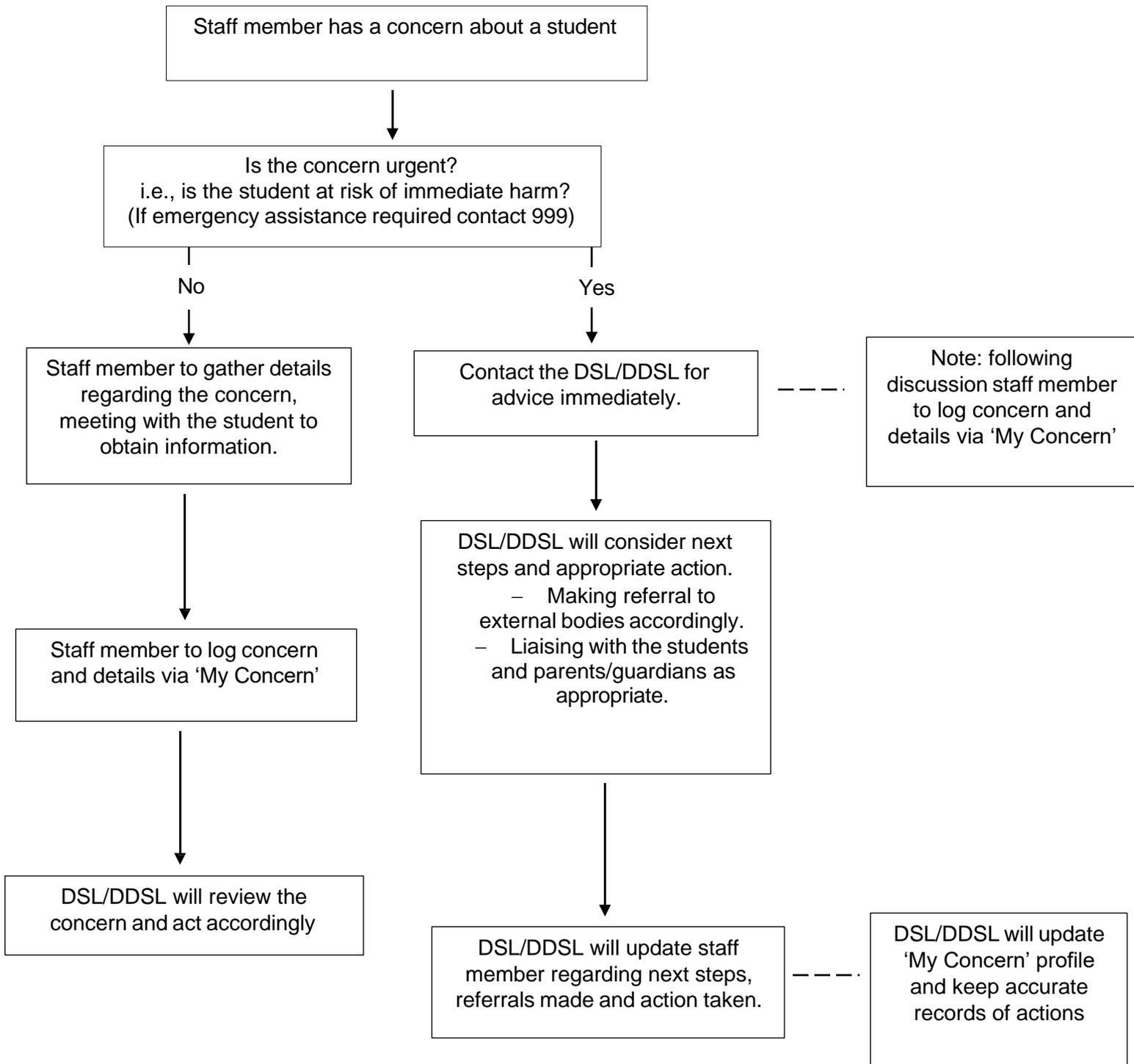
- Read and be familiar with the safeguarding policy and associated procedures.
- Undertake training as directed by the DSL.
- Be vigilant and professionally curious about the safety and welfare of students.
- Promptly report any concerns or disclosures to the DSL.
- Comply with professional standards, University codes of conduct, policies and procedures.
- Ensure that relevant staff in their teams undertake the required safeguarding training.
- Provide students with appropriate information and training in safeguarding at induction and as part of their wider curriculum and studies.
- Understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

## **Staff**

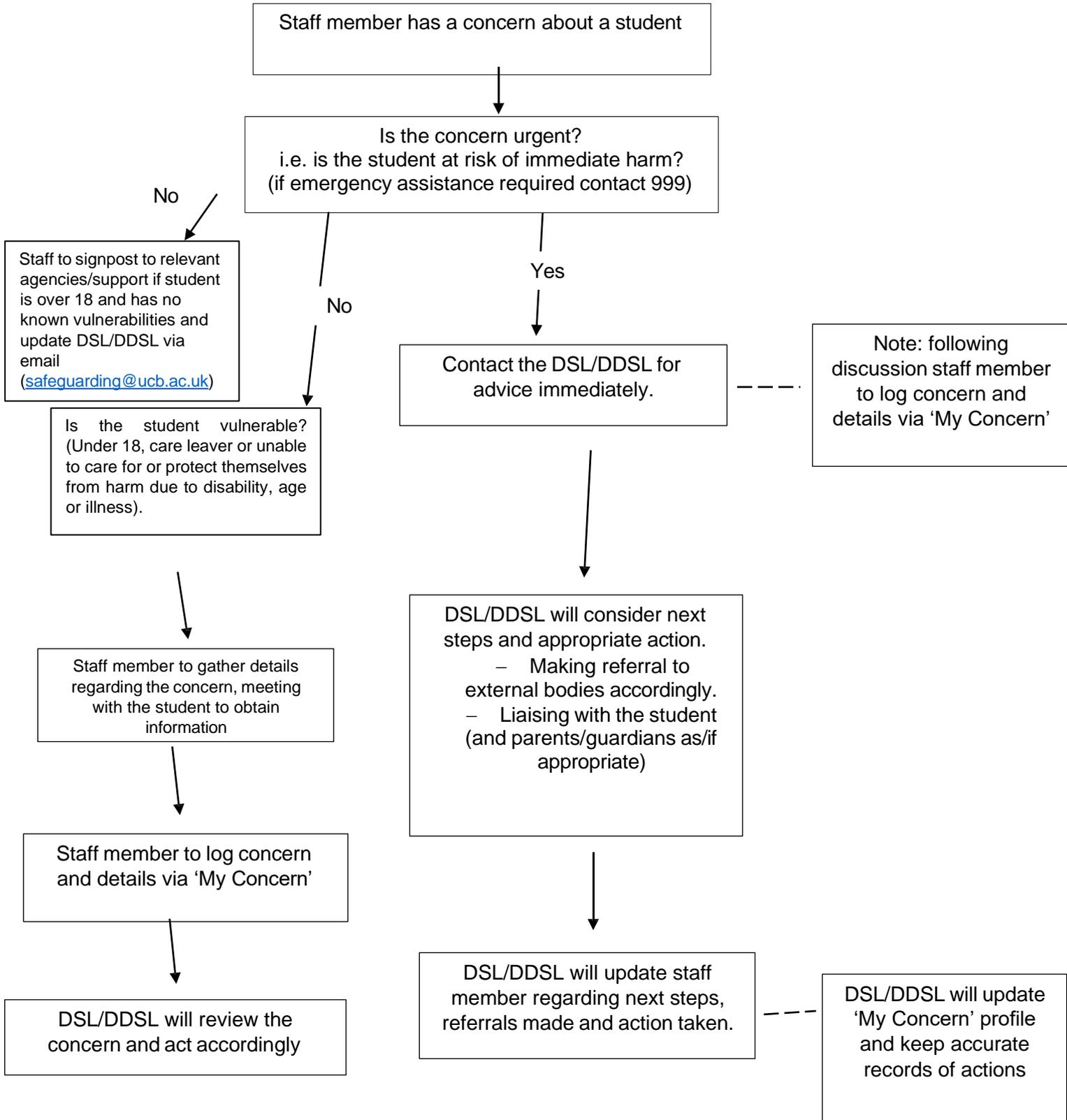
*All staff are responsible for:*

- Reading and being familiar with the safeguarding policy and associated procedures.
- Undertaking training as directed by the DSL and their manager.
- Being vigilant and professionally curious about the safety and welfare of students.
- Promptly reporting any concerns or disclosures to the DSL.
- Complying with professional standards, University codes of conduct, policies and procedures.
- Understand the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

## UCB Safeguarding procedure flowchart (Further Education)



# UCB Safeguarding procedure flowchart (Higher Education)



## UCB Safeguarding Procedures

### Confidentiality, communication, record keeping and information sharing

Keeping Children Safe in Education makes it clear that fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children: “No single professional can have a full picture of a child’s needs – **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action”. This includes allowing practitioners to share information without consent.

Information sharing is vital in identifying and tackling all forms of abuse. Whilst the Data Protection Act 2018 and the General Data Protection Regulations 2018 place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure; this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The DSL will keep all safeguarding records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children and vulnerable people. A record will be made of who has viewed a student’s record, when and for what reason.

The DSL will cooperate with police and children’s social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children (March 2018), the Prevent Duty Guidance for England and Wales (2015) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015).

However, following a number of cases where senior leaders in education institutions had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that **any** member of staff can contact children’s social care if they are concerned about a young person.

The UCB Data Protection policy provides an explanation of the measures taken to ensure security of data. However, concerns about the care and protection of a young or vulnerable person override the requirements of the Data Protection policy. Where a genuine concern exists that there is a risk to the safety of a student under the age of 18, or vulnerable person then it will be appropriate to share relevant information with an appropriate agency.

Where data on applicants to UCB programmes needs to be shared by the Admissions Office, it will be on a strictly confidential and need to know basis. The Admissions Office will make it clear to applicants that this information will be shared on a very restricted basis within UCB.

Where data on applicants for UCB accommodation needs to be shared by the Student Services Unit, it will be on a strictly confidential and need to know basis. The Student Services Unit will make it clear to applicants that this information will be shared on a very restricted basis within UCB.

Where new information comes to light about an enrolled student, which was not available at the point of enrolment, it should be reported to the DSL, who may carry out a Safeguarding Risk Assessment. If such an assessment confirms that the student may pose a risk to the safety of others, the relevant Fitness to Attend procedure in the General Student Regulations will be followed.

## **Responding to a disclosure or incident**

Children and vulnerable adults are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

Upon being the witness of an act of suspected abuse, or being the person to whom such an act is disclosed/reported, or when reporting concerns of radicalisation:

### **Always:**

- Report **as soon as you have a concern**
- Record information verbatim using the actual words of the child/person and noting any questions they raise.
- Note dates, times, who was present, positions in the room, anything factual about the child/person's appearance
- Pass these notes to the DSL, or person responsible for safeguarding at a placement organisation, as appropriate
- If possible and appropriate, use a silent witness.

### **Never:**

- Offer promises of complete confidentiality - you **MUST** report abuse or concerns of radicalisation if it has been disclosed to you
- Ask leading questions
- Ask the child/person to write down their account
- Investigate with, or without, others
- Take photographs of marks or injuries
- Attempt any medical judgement
- Arrange a medical examination
- Tape/video record an interview
- Ask a child/person to remove any clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child/person.

## **Reporting an Instance of Abuse or Radicalisation**

**Any** suspicion, allegation or incident of abuse or radicalisation must be reported to the DSL or DDSL as soon as possible or, if at a placement organisation, reported to the person responsible at the placement together with reporting the matter as soon as possible to the UCB DSL/DDSL.

If the DSL/DDSL or other staff named, cannot be contacted within **2 hours** of the initial concern arising, the person who has information about suspected abuse must report the matter to the police and/or appropriate local Multi-Agency Safeguarding Hub (MASH), Social Services Department, Duty Social Worker and/or appropriate Adult Social Care Worker immediately, but normally after consultation with a line manager. The DSL should be notified as soon as possible thereafter of the action taken.

The DSL will judge whether the matter should be reported to the police and/or appropriate local MASH and/or Adult Communities Directorate. The presumption is that the matter will be reported, unless there is good reason not to. If not reported, the reasons for this will be recorded and lodged in the safeguarding file.

If the DSL judges that the matter should be reported, they will telephone and report the matter to the police and/or appropriate MASH and/or the appropriate Adult and Communities Directorate. A written record of the date and time of the report will be made, and the report must include the name and position of the person to whom the matter is reported. The telephone report must be confirmed in writing to the police and/or local MASH and/or Adult and Communities Directorate within 24 hours via the appropriate referral documentation.

The DSL will discuss with the police or Social Services Department what action will be taken to inform the parents/guardians of the child or vulnerable person: a note of that conversation should be made.

Whilst it is the DSL's responsibility to decide if the matter should be reported by UCB, the person reporting the allegation may, if they are not satisfied with the speed or decision of the DSL, themselves make a report to the appropriate authorities, whilst at the same time informing the DSL.

## **Responding to an allegation or disclosure relating to a placement provider**

If the matter relates to an act observed by a student or Employability Tutor (Placements) in a placement or is the result of a child or adult in the placement disclosing an allegation of abuse, the student or Employability Tutor (Placements) must immediately comply with the Safeguarding Policy (or similar relevant document) of the placement organisation.

Following notification of the matter to the appropriate person at the placement, students should report the matter immediately to their Employability Tutor (Placements). Where a placement does not have a safeguarding policy or designated safeguarding person, students should report the matter immediately to their Employability Tutor (Placements). If it is a member of UCB staff who has observed an act, or was party to a disclosure, they should then contact the UCB DSL. The UCB DSL will decide if any further action is required. If the allegation relates to a serious matter the UCB DSL will inform the relevant authorities immediately, regardless of any action taken by the placement.

The Employability Tutor (Placements) or Hired @ UCB Office will contact the UCB DSL and together they will decide if the student should remain at placement or be removed, taking advice on the placement setting from those with responsibility for co-ordination of placements, if necessary. If the student, or a child or vulnerable person in their care, is likely to be in any danger the presumption is that the student will be removed immediately.

The UCB DSL will take into consideration all the available information and will decide on the relevant course of action. This may include referral to the appropriate authorities.

The UCB DSL will inform the Head of Department responsible for the student's programme. They should also confirm the placement database carries a note that a matter of concern is currently pending at the placement, to ensure that no further students are placed there until the matter has been resolved. No details of the student or nature of the incident may be recorded on this database. Consideration should be given to withdrawal of all other UCB students at the placement, where appropriate.

## **Written Records**

The UCB DSL should retain a copy of:

- the report;
- any notes, memoranda or correspondence dealing with the matter;
- any other relevant material.

Copies of reports, notes etc. should be kept always locked in a secure place.

## **Allegations against staff and adults in a position of trust**

For the purposes of this policy, 'members of staff' shall be defined as all of those employed by UCB on a part-time or full-time basis in any role, contractors on official business in the University, and official visitors to the University.

Any allegation against staff should be reported directly to the Vice-Chancellor and Principal

On being notified of any safeguarding matter involving a member of staff, the Vice-Chancellor and Principal will:

- Notify the DSL
- Take such steps as considered necessary to ensure the safety of the child or vulnerable person in question and any other child or vulnerable person who might be at risk
- Report the matter to the police or appropriate local Social Services department. If the matter relates to a child, it is likely that any such incident will need to be reported to Birmingham Children's Trust, Children's Advice and Support Service (CASS) on 0121 303 1888 during office hours or otherwise contact the Emergency Duty Team on 0121 675 4806. The Local Authority Designated Officer (Position of Trust Team) on 0121 675 1669 can also assist if necessary. If the matter relates to a vulnerable person and aged 18+, it is likely that any such incident will need to be reported to the Adult Social Care Contact Centre on 0121 303 1234 during office hours or otherwise contact the out of hours' team on 0121 464 9001
- Ensure that a written report is made by the person who originally raised the concern.

If a complaint has been made against the Vice-Chancellor and Principal, the University Secretary and Registrar should be notified and follow the normal procedure (***except the initial notification***).

The DSL will decide if it is appropriate to instigate disciplinary proceedings in light of the full circumstances of the incident, including the involvement/likely involvement of the police or appropriate local Social Services department. If it is deemed appropriate to commence these proceedings, the University's standard disciplinary procedures will be used, which may lead eventually (should the conclusion of the procedures be a disciplinary sanction) to a report to the Disclosure and Barring Service.

University College Birmingham will ensure that all learning from all allegations against staff investigations will be incorporated by the University, not just from those that are concluded and substantiated.

## **Reporting Low level concerns regarding staff and adults in a position of trust**

The term '*low-level*' concern does not mean that it is insignificant. A low-level concern is any concern (no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt') that an adult working in or on behalf of the University may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is crucial that all low-level concerns are shared responsibly.

Where low level concerns exist these should be confidentially shared directly with the Designated Safeguarding Lead, who will duly inform the Vice-Chancellor and Principal who will make the final decision on how to respond in consultation with the DSL.

## Filtering and Monitoring

UCB understand that it has a duty to provide a safe environment to learn and work, including when online. Therefore, we recognise that filtering and monitoring are both important parts of safeguarding learners and staff from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues such as Child sexual exploitation, radicalisation, bullying, grooming etc. and technology can provide a platform that facilitates harm. An effective approach to online safety enables UCB to protect and educate learners and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The scope of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

UCB recognise that many learners will have unlimited and unrestricted access to the internet via their mobile phone networks which might leave them vulnerable to online risk or to inappropriate use of technology. To minimise inappropriate use, we educate young people in online risks and harms through our tutorial programme, enabling educated decisions to be made in accessing content. UCB manage risk by restricting access to internet sites which are inappropriate or are associated with extremist content, learners and staff are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for their effectiveness. Where concerns are raised regarding content that learners are attempting to access or inappropriate internet searches action is taken on an individual basis with learners to educate them in the associated risks and/or action taken in line with UCB disciplinary processes if appropriate.

## **Disclosure and Barring Service checks for students**

### **Purpose**

UCB will adhere to the processes and systems relating to the completion of the enhanced disclosure as set out by the DBS.

A number of UCB programmes require students to come into contact with children and/or vulnerable people. These groups are potentially vulnerable to exploitation and all places on courses that require students to work with children and/or vulnerable adults are therefore provided on condition that enhanced DBS<sup>1</sup> checks are conducted on applicants or students and on condition that those checks disclose no convictions or other information that indicate to UCB that the subject of the check is unsuitable to work with children and/or vulnerable people.

Other courses, for example FdSc/BSc Sports Therapy, require students to undergo placement experience, which frequently includes working with children and/or vulnerable people, but placements with such groups are not mandatory. Applicants or students will be required to undergo enhanced DBS checks to enable UCB to determine whether they are suitable to work with children and/or vulnerable people and if they are not suitable, to determine what alternative placement, if any, may be appropriate.

On some programmes, the DBS enhanced disclosure is part of Fitness to Practise requirements for students and will be used as part of the assessment of eligibility for a place on the course, or for the purposes of assessing progression on the course or for an assessment as to a student's fitness to practise in the particular profession.

For Physiotherapy and Nursing Programmes a student **MUST** have completed a DBS before they can enrol onto the course.

Where a disclosure request results in relevant convictions and relevant non-conviction information coming to light which raises questions about the suitability of placing a student in a setting with children and/or vulnerable people, action needs to be taken appropriate to the case. This procedure lays out the process for that action.

### **Programmes Requiring DBS Checks**

Those programmes for which students are required to complete enhanced DBS checks will be approved by, and recorded in the minutes of, the Academic Board's Academic Regulations Sub-Committee. Lists of such courses are available from the University Registry. Students on relevant UCB FE and HE programmes will not be required to undergo an enhanced DBS check every year but will be required to sign a declaration annually (appendix 1) in its place. UCB students progressing from an FE programme to an HE programme will be required to undergo a new

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<sup>1</sup> An enhanced DBS check is required where a person regularly cares for, trains, supervises or is in sole charge of children or vulnerable people

enhanced DBS check, unless they are registered with the DBS Update Service. Entrants from other institutions will be required to undergo a new enhanced DBS check unless they are registered with the DBS Update Service and hold the appropriate level of check. Please note: this does not apply to Physiotherapy and Nursing students - for these courses a student **MUST** complete a new DBS, an Update Service registration will not be accepted.

FE students progressing from level two to level three ***whilst remaining on the same course i.e. Health and Social Care*** will not need to apply for a new DBS disclosure.

### **Student Awareness of the Need for the Enhanced Disclosure.**

Students on programmes which require the completion of the enhanced DBS check will be informed during the recruitment process of this requirement.

Where a student has applied for a course that requires DBS clearance and declared a disclosure on the admissions application form the Admissions Team will refer the student to the Hired Team. The Hired Team will instigate the DBS application process and arrange for the student to go through a referral meeting, ideally prior to the commencement of the course, to ensure they meet the admissions criteria for the course.

It is important to note that notwithstanding when the DBS checks have been submitted all offers of a place on programmes requiring enhanced disclosures will be made conditional on the student undergoing an enhanced DBS check which reveals no information from which UCB could conclude that the individual is unsuitable to work with children and/or vulnerable people.

This means that if the results of the DBS check lead to such a conclusion, the student will not be permitted to take up the place on the course, or where the check is conducted and/or returned after the beginning of the academic year has begun, will not be permitted to continue on the course. In such circumstances the Executive Dean or his/her nominee will inform the student of the decision.

Ideally where working with children and/or vulnerable people is a requirement of the programme, DBS checks are submitted prior to a student accepting an offer of a place. Students will not however be permitted to take up a placement in which they have full responsibility for children or vulnerable people until UCB has received confirmation of their DBS clearance from the DBS. Since many DBS checks take some time to complete, a student may be permitted to undertake a modified form of placement in which they are supervised at all times, but only with the approval of the employer who will have been made aware of the lack of return of a DBS certificate. Where a student has declared a disclosure on their Admissions application form, we will start the DBS application process as soon as possible.

At induction students will be reminded of the requirement for DBS disclosures and informed of UCB's commitment to data protection.

### **Completion of the Enhanced Disclosure Process.**

Students on programmes requiring the completion of an enhanced DBS check will be sent a link within an email from eSafeguarding to complete an online application. UCB will pay the appropriate administration fee, currently £46.40 (2023). Staff will explain.

the online application which will validate the entries being made. At all times, the security of the student data will be GDPR compliant.

In exceptional circumstances where a student is unable to provide the identification to meet the online DBS application process students may be asked to use the fingerprinting process to obtain their DBS clearance. Students will be required to complete a hard copy DBS application form. Identification checks (with what identification is available to the student) will be completed by the Hired Team and the application form will then be sent to UCB's Human Resources department for counter signatory. The form will declare that the student is unable to provide sufficient identification. The DBS will then write to the student and request that they submit two passport photographs and attend an appointment at a local police station to provide fingerprints. This route will only be used when all other avenues of obtaining identification have been exhausted.

Once the application has been submitted by the student, appropriate identity evidence will be seen by authorised administrators at UCB. The verification of this evidence will be recorded on the online application form and the application will be sent electronically to eSafeguarding. eSafeguarding will check the application then will submit the DBS application electronically.

The DBS responds to the applications by sending a certificate to the student. UCB will receive a separate email notification from eSafeguarding (where the eSafeguarding system has been used) to confirm when a DBS has been completed. Where the student has used the fingerprinting process to apply for their DBS, they will be required to get their DBS seen by the Hired Team.

### **An 'Empty' certificate**

A notification is sent to UCB advising that the certificate has been issued and is ready for viewing in the database. Certificates that do not contain information (e.g. convictions) are displayed as '*Certificate contains no information*' and list the disclosure certificate number and issue date. Hired team administrators can see that this student is available for placement. No further action is taken.

### **A Certificate with a comment (positive DBS)**

Certificates that contain information are issued and the notification to UCB advises '*Please wait to view the applicant certificate*'. The Hired Team will refer these students to the Executive Dean/Deputy Dean/Head of Department. A panel, including the relevant Employability tutor, will then meet the student, review the DBS and decide on the outcome.

If the certificate reveals information of a very serious nature which clearly shows that the applicant/student may cause a risk to children or vulnerable adults, the matter will be referred immediately to the Pro-Vice Chancellor (Curriculum, Teaching and Learning) for consideration under the relevant University's Fitness to Practise policy.

In all other cases, the following procedure will apply:

- The Executive Dean/Deputy Dean or Head of Department will write (email) to the student requesting that they attend an interview regarding the information disclosed. The email will remind students that they may bring someone with them to support them at the meeting, for instance, a parent or friend.

- At the meeting, the Executive/Deputy Dean or Head of Department will refer to the certificate provided by the DBS to the student and will discuss with them the information disclosed. A record of the meeting will be made by the Executive/Deputy Dean or Head of Department, a copy of which will be provided to the student who will be asked to sign a statement that they were provided with a copy;
- Factors which the Executive/Deputy Dean or Head of Department may take into account in reaching a conclusion from the meeting are, for example:
  - the relevance of the conviction or other information revealed to the placement activity;
  - the seriousness of the conviction or other matter revealed;
  - the length of time since the offence or other matter occurred;
  - whether there is a pattern of offending behaviour or other relevant matters;
  - the circumstances surrounding the offending behaviour or other matters reported and the explanation offered by the student.
  - the requirements of the placement provider - this is very important as providers may have strict requirements with regard to eligibility of placement students and may ultimately determine the availability of placements.
- On the basis of the information on the certificate and the outcome of the interview, the Executive/Deputy Dean or Head of Department will decide if the student may be:
  - allowed to undertake a placement without further investigation or action because in the opinion of the Executive/Deputy Dean or Head of Department the information does not indicate that the student is unsuitable to work with children and/or vulnerable people;
  - offered a placement subject to placement providers being informed of the nature of the disclosure and subject to the placement provider's willingness to provide the placement to the student in view of the DBS certificate;
  - refused a placement because the Executive/Deputy Dean or Head of Department concludes that the student is unsuitable to work with children and/or vulnerable people. In cases where placements with children and/or vulnerable people are a mandatory requirement of the course, the student will not be permitted to remain on the course because he/she will not have fulfilled the condition of admission as set out above i.e. that DBS checks are conducted and certificates reveal no information from which UCB could conclude that he/she is unsuitable to work with children and/or vulnerable people.
- If the Executive/Deputy Dean or Head of Department decides that placement providers should be informed, the student will be required to give their consent to this (see below, if the student does not consent), and it shall be the Employability Tutor's responsibility to inform the senior manager at the placement that the student holds a positive DBS. The student will then be required to provide to the employer the full circumstances and nature of the information in the DBS certificate. The student will not commence a period of work placement until the placement provider has contacted the Employability Tutor to confirm that they are happy to allow the student to be placed at their site. The Employability Tutor will ensure, that the precise nature of the information on the certificate has been revealed by the student. The student must inform the Employability Tutor if the provider is not happy to host their placement.

- If a student does not give their consent to the placement provider being informed, it may be impossible for them to satisfy assessment or other requirements, making them ineligible for the award they had intended to achieve. In such cases, they may be required to withdraw from the programme.
- A record will be made on the database that the student has been DBS checked by recording the number of their DBS certificate. Notes of any meetings will be held in an UCB approved e-storage facility. Access to this information will be restricted - see section on Security.
- If, in light of information coming to notice through an enhanced DBS check, the Executive/Deputy Dean or Head of Department needs advice on the suitability of a particular student for a programme, they will discuss the disclosed information with Pro-Vice Chancellor (Curriculum, Teaching and Learning). Further reference to an external specialist advisor is also possible where necessary, and insofar as is reasonably possible, the identity of the student will not be disclosed to the external advisor.

For the Physiotherapy and Nursing degrees it will be necessary to hold a panel DBS referral meeting if there is a positive DBS. This will be chaired by Pro-Vice- Chancellor (Curriculum, Teaching and Learning)/Executive Dean and include Programme Manager for Nursing and nominated practice partner. The hired admin team will refer the student to the Executive Dean. The result of the meeting may impact the offer of a place on the course.

### **Security of personal data**

At all times, the security of the personal data involved in this procedure will be ensured.

Information reported in the certificate will not be passed to any other person except a) to persons at the placement provider who are authorised to receive it in the course of their duties (where agreed with the student or where in the absence of the student's consent, UCB believes that failure to pass on the information may put children or vulnerable people at risk), b) to an authorised relevant Senior Manager of UCB (and only to members of staff who can assist in the decision making process with regard to placements or where the information disclosed suggests that there may be a risk to children or vulnerable people within UCB). Copies of DBS certificates must not be made.

DBS certificates will only be processed by UCB for the purposes set out in this policy.

### **Replacement DBS check.**

Although UCB will pay for all students' initial DBS check, if mislaid, any subsequent replacements must be funded by the student directly.

## **Disclosure and Barring Service checks for staff**

### **Recruitment**

UCB has in place safer recruitment policies and procedures which will ensure that every care is taken to protect children and vulnerable people and that the university meets its statutory duties. The recruitment procedures will include the following:

- Satisfactory references (all offers)
- Satisfactory Enhanced Disclosure and Barring Service (DBS) Checks (eligible roles only)
- Satisfactory checks of the Children's and/or Vulnerable Adults Barred Lists (eligible roles only)
- Satisfactory UK Residency/Right to work in UK (all offers)

## **Disclosure and Barring Service Reporting and Referral**

### **Overview**

UCB will adhere to the policies, processes and systems as set out by the DBS

The DBS are responsible for the decision making and maintenance of the two barred lists covering children and vulnerable people.

### **DBS Reporting and Referral**

UCB has a duty to refer to the DBS any information about individuals who may pose a risk.

### **Current staff**

UCB's duty to refer will apply when the following two conditions have been met:

a) Permission is withdrawn by UCB for an individual to engage in regulated activity, or would have done so had the individual not resigned, retired, been made redundant or been transferred to a position which is not regulated activity;

because

b) UCB think the individual has engaged in relevant conduct; satisfied the Harm Test; or received a caution or conviction for a relevant (automatic barring) offence.<sup>2</sup>

### **Students**

UCB is designated by DBS as a 'Personnel Supplier' and has a duty to make a referral to the DBS in respect of a student who has been supplied to a regulated activity provider, where both of the following conditions are met.

a) UCB ceases to supply a student to a regulated activity provider to engage in regulated activity; or determines that the student should cease to follow a course at UCB; or would have done if the student had not otherwise ceased to engage in regulated activity or ceased to follow the course.

*and*

b) The reason is that UCB thinks that the student has engaged in *relevant conduct*; or the *harm test* is satisfied; or the student has received a caution or conviction for a relevant (automatic barring) offence.

Referral will be made to the DBS when UCB has gathered sufficient evidence as part of their investigations, through the Disciplinary Procedure, to support their reasons for withdrawing permission to engage in regulated activity.

Any referrals to the DBS will be made using the Referral Form as set out in the DBS Referral Guidance document (available at [www.gov.uk/government/publications/dbs-referrals-form-and-guidance](http://www.gov.uk/government/publications/dbs-referrals-form-and-guidance)). In all cases the Referral Form would be authorised and submitted by the Head of HR department.

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<sup>2</sup> *Relevant Conduct, Harm Test and Relevant Offence* are explained in the DBS Guidance Notes for Barring Decision Making Process.

## **Placements and this Policy**

### **Safety, Risk Assessment and Safeguarding at Placements**

The safety of students on placement is a key concern. All placements will be assessed for their suitability and continuing safety by the relevant Employability Tutor (Placements) on an annual basis (or before re-use if more than one year passes between placements).

Students on placement within nursing, physiotherapy and allied health professions will be subject of audit and compliance in line with the Nursing & Midwifery Council (NMC) and Health Care Professions Council (HCPC). The Executive Dean (School of Health, Sport and Food) will ensure that students are fully conversant with these regulations prior to going on placement.

The assessment of the suitability of a work placement is based on a risk rating for new employers using the guidance below. ALL employers are required to sign and return the Health and Safety commitment form prior to placement with the following action taken based on the risk rating:

- **High risk** – health and safety site visit to be completed prior to placement e.g. production kitchens, bakeries, factories
- **Medium risk** - health and safety site visit to be completed, where possible, prior to placement. Phone call to discuss health and safety if visit not possible.
- **Low risk** - health and safety phone call to discuss health and safety and ensure commitment understanding prior to placement.

Whilst many placements include a residential element, no student under the age of 18 will be placed in such a setting, unless under the supervision of a member of the UCB staff, or unless all relevant checks have been carried out on the placement organisation and its staff.

All students under the age of 18 undertaking placements will be visited where possible and have contact phone and/or Skype where not. This will check not only on the educational experience being gained by the student, but also their safety.

Where there is a concern over a student's safety on placement, they will immediately be removed and will return to UCB. A note will be placed on the placement organisation's file on the placement database to ensure that other students are not sent on placement there until an investigation has taken place and the placement declared safe following a full reassessment by an Employability Tutor (Placements). In some cases, it may be necessary to remove the placement from the database altogether.

Where there is a concern over a student on placement within nursing, physiotherapy and allied health professions; a note will be placed on the placement organisation's file on the placement database to ensure that other students are not sent on placement there until an investigation has taken place and the placement declared safe following a full reassessment by the Executive Dean (School of Health, Sport and Food). In some cases, it may be necessary to remove the placement from the database altogether. Any reassessment will also be in line with the Nursing & Midwifery Council (NMC) and Health Care Professions Council (HCPC).

## **Student Visits and this Policy**

All student visit destinations will be assessed for their suitability and continuing safety by the relevant Head of Department or their nominee before their use.

Whilst many visits include a residential element, no student under the age of 18 will be placed in such a setting, unless under the close supervision of a member of the UCB staff, or unless all relevant checks have been carried out on the organisation and its staff.

All students undertaking visits will be given clear information on the procedures to be used for reporting safety incidents.

Where there is a concern over a student's safety during a visit, an assessment will be made by the accompanying member of staff (or the approved organisation, if relevant). If their continuing safety cannot be confirmed, they will immediately be removed and will return to UCB. The Pro-Vice Chancellor (Curriculum, Teaching and Learning) must be notified whilst a review of the incident is carried out and any necessary action taken by the relevant Executive Dean. If necessary, a report will be made to the Health and Safety Committee with recommendations for future action. No other student will be allowed to visit the location until it is believed by the Health and Safety Committee that it is once again safe.

## **Professional Development**

UCB recognise that safeguarding is everyone's responsibility and therefore understand that robust and appropriate safeguarding training is key to ensuring that all staff understand what safeguarding is and are aware of their important role within this. It is also vital in ensuring that staff understand their responsibility to take appropriate action, work with other services as needed and use the University's codes of conduct and policies.

Therefore, all permanent contracted staff UCB employees (regardless of role) will undergo safeguarding training as well as specific training on other key safeguarding issues including 'online safety' and 'radicalisation/prevent duty', at induction. This training will be updated at least every two years. The safeguarding team will provide staff with regular safeguarding and child protection updates, (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively. There is also a designated safeguarding page on the University's Canvas site which contains information, resources and signposting in respect of key safeguarding issues that all staff and students can access. UCB will also ensure that all protocol and agency staff working at UCB unsupervised have an appropriate understanding of safeguarding and their responsibilities.

Contractors, agency and protocol staff who work at UCB on an adhoc basis (i.e., may visit site once to complete work) and are supervised by a member of staff will not be required to undertake this training.

Members of staff with additional safeguarding responsibilities i.e. the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead, will receive additional safeguarding training relevant to their specific role and attend regular training/webinars/conferences etc. throughout the year to update and refresh their knowledge on key areas to ensure that they are able to carry out their role fully.

A record of staff training will be maintained by the HR Department.

## Definition of forms of abuse and neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

**Physical abuse:** a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

**Neglect:** 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

# Safeguarding issues

## Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org)

## Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions.
- associate with other children involved in exploitation
- suffer from changes in emotional well-being.
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends;
- and suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners.

## **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit for Professionals.

## **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The Children and Family Court Advisory Support Service (Cafcass) guides for young people explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **Children who are absent from education**

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of

female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

## Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO, provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

### Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for

those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any person under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 08:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

## **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home: Operation Encompass (includes information for schools on the impact of domestic abuse on children)

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who

is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

## **Mental health**

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance, and progress at school. More information can be found in the Mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public Health England Every Mind Matters for links to all materials and lesson plans.

## **Modern Slavery and the National Referral Mechanism (NRM)**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK.

## **Preventing radicalisation**

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**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.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods

(such as social media or the internet) and settings (such as within the home). However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>151</sup> to the need to prevent people from being drawn into terrorism"<sup>152</sup>. This duty is known as the Prevent duty. According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel guidance](#).

## **Additional support**

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.

- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net)).

## **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## **Serious Violence**

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent, or permanently excluded, from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence. Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined-up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act 2022 introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health, and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area. The duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

## **So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

## **Actions**

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see below).

## **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### ***FGM mandatory reporting duty for teachers***

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

### ***Mandatory reporting of female genital mutilation procedural information.***

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out<sup>154</sup>. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack (particularly section 13).

## **Forced marriage.**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK ([www.gov.uk](http://www.gov.uk)) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk). In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

## Appendix a

### University College Birmingham

[name of UCB School]

#### Declaration:

I confirm that I have not received a conviction, caution or reprimand from the police or courts since the date of my last DBS check;

I confirm that I have not been issued with an oral or written warning from any employer (including part-time employment) since the date of my last DBS check;

I confirm that I understand I must inform UCB of any conviction, caution, reprimand or warning issued to me whilst I am a student at UCB, as required by my acceptance of the Code of Professional Conduct and Fitness to Practice.

<b>Name (in BLOCK CAPITALS)</b>

<b>Course</b>

<b>Student ID number (on your ID card)</b>

<b>Signed</b>

<b>Date</b>

## Appendix b

### Using 'My Concern'

All staff will be automatically assigned a 'My Concern' user account by the safeguarding team.

Staff will receive an automated email to verify their account – it is likely to come from notifications@oneteamlogic. **Please note: It may go into your junk items so please check there as soon as possible before the link expires.**

Once you have logged into 'My Concern' you will have a series of boxes available to you as follows

- Name of student
- Concern summary
- Concern date/time
- Details of Concern
- Location of incident
- Is this Concern Urgent
- Action Taken
- Attachment

## Report a Concern

### Name(s) of Student(s)

Please enter at least 3 characters to search



**i** Please add the Student(s) who are the subject of this concern and add any other Student(s) you want associated to it.

### Concern Summary

e.g. Injury – Megan arrived at College this morning with a badly bruised right eye.

### Concern Date/Time

DD/MM/YYYY HH:mm

### Details of Concern

There is no need to repeat the Concern Summary.

### Location of Incident

Not Applicable

### Details of Concern

There is no need to repeat the Concern Summary.

### Location of Incident

Not Applicable

Is this Concern Urgent?

### Action Taken

### Attachment

Select File

**i** Please attach any media that is relevant to this concern.

Submit Concern

*Please provide as much information as possible within each section*

## My Concern referral guidance:

Name of student	Please include the name of the student as this will automatically attached to the concern, ensuring that contact can be made and action taken.
Concern summary	Please describe the nature of concern and a brief summary of the concern or disclosure noting key elements.
Concern date/time	Please log the accurate date and time of the concern or that the disclosure was made.  There is an option to back date if the report is filled out after the time of disclosure/concern initially raised.
Details of Concern	Please provide an overview of the situation, including any witnesses, times, dates etc.  Please also indicate the nature of the concern  Please do not repeat the concern summary here.
Location of incident	Please ensure that the location of the incident taking place is logged accurately. You will have a series of options to choose from here.
Is this Concern Urgent	Select as appropriate – please do not log an urgent concern without speaking to the DSL/DDSL first.
Action Taken	Please note any actions you have taken regarding this disclosure/concern. i.e. Spoken with student and signposted to support services; referred to DSL/DDSL; referred to wellbeing team; referred to Nurse; called emergency services; reported to security etc.
Attachment	Please use this to add any attachments that relate to the concern/disclosure. i.e. A written statement produced by the student or witnesses, a statement taken by the staff member, email exchanges, images, reports etc.

## Appendix c

### Mental Health and Wellbeing Support at UCB

UCB have a Health and Wellbeing Team, who are based in The Link Building, information on the support and services they offer can be found at:

<https://www.ucb.ac.uk/student-support/health-and-wellbeing/mental-health-and-wellbeing-service/>

Students can self-refer for support related to mental health and/or wellbeing using the simple online registration form which can be found at:

<https://portal.ucb.ac.uk/#/student-services>

The Student Engagement Team are also available to offer support and guidance regarding accessing academic assistance, mental health and wellbeing provision, financial aid, and any other issues that may be affecting students whilst they are studying.

<https://www.ucb.ac.uk/student-support/health-and-wellbeing/student-engagement-team/>

UCB have partnered with Health Assured to give all students access to a Student Assistance Programme to provide additional mental health support. This is in addition to our existing Wellbeing support.

#### **What is a Student Assistance Programme (SAP)?**

This free and confidential service is designed to help students deal with personal or academic problems that could be affecting their home life, health or general wellbeing.

The SAP service provides a complete support network with unlimited access to a 24/7 confidential counselling helpline that offers expert advice and compassionate guidance, covering a wide range of issues. This includes the option of structured counselling sessions from trained counsellors, over the phone.

To speak to a BACP-accredited counsellor at any time of day or night, students can call 0800 028 3766.

*The Health Assured support line is a separate service offered to students at University College Birmingham. Health Assured provides a confidential service and the information discussed with their helpline support workers is not routinely provided to the University unless a student's health, wellbeing or welfare is judged to be at imminent risk. In these circumstances and where the*

*support worker thinks a student needs additional support, they will seek the student's consent to share their name and information about their concerns with the University Health and Wellbeing team service so that they can provide the student with further help. In some circumstances where students are not able to provide consent or refuse consent, Health Assured may still decide to share relevant information with the University where it is necessary to protect them or another person's vital interests. This approach is consistent with the University's Student Emergency Contact Statement which students agree to at registration.*

## **Wisdom Mobile App**

Sometimes it can be difficult to balance the pressures of university with the demands of home life. When daily life feels overwhelming, students may need help and support to deal with the practical and emotional challenges they may be facing.

The free Wisdom app offers access to health and wellbeing support at the tap of a finger anywhere and anytime. Support services include.

- Weekly mood tracker
- Support videos and webinars
- Four-week programmes
- Home life support and advice
- Physical and emotional health
- Mini health checks
- Wellbeing videos and webinars
- Medical information

The Wisdom app is available to download and register on iOS and Android. To get the complete health and wellbeing support visit Google Play or the App Store.

To register and gain access to the app students will require an ID code: **MHA ID Code – MHA1829**

