

Safeguarding Policy

Student Experience

Version: 1.1

Safeguarding Policy and Procedure

Contents:

1. [Introduction](#)
2. [Scope of the Policy](#)
3. [Areas of risk: University activities that may involve contact with children, adults with care or support needs, or students at risk](#)
4. [Safeguarding Procedures; reporting causes for concern](#)
5. [Best practice for students and staff who come into contact with children, adults with care or support needs, or students at risk](#)
6. [Involvement of parents and guardians](#)
7. [Criminal Records: Disclosure and Barring Service \(DBS\)](#)
8. [Health and Safety](#)
9. [Risk assessments for organised activities](#)
10. [Students aged under 18](#)

[Appendix 1: Legislation](#)

[Appendix 2: Safeguarding Procedures](#)

Appendix 2: C - Advice on reacting to suspicions or disclosures

Appendix 2: D - Flowchart reporting procedure

Appendix 2: E - Incident Report Form

[Appendix 3: 'Students at risk' Procedure: Guidelines for staff](#)

[Appendix 4: Statement of Good Practice](#)

[Appendix 5: Guidelines on Disclosure & Barring Service \(DBS\) Checks](#)

[Appendix 6: Guidelines on student recruitment activity with Schools and Colleges](#)

[Appendix 7: Guidelines on admission to and studying at the University](#)

[Appendix 8: Guidelines on students participating in sport with Solent Sport, and with the School of Sport, Health & Social Science \(SH&SS\) and as part of their course](#)

[Appendix 9: Guidelines on University Student Residences](#)

[Appendix](#)

[10: Guidelines on language 'summer' school activity](#)

[Appendix 11: Guidelines on transport](#)

[Appendix 12: Solent Students' Union safeguarding policy: Students under 18 & vulnerable adults](#)

[Annex A: University Safeguarding Structure Roles and Responsibilities](#)

If you consider that a student /staff member is at *immediate* risk of harm, and a senior staff member in Student Services / People and Development is not available to respond there and then, call the Police on 999 as a top priority.

1. Introduction including definitions and key principles

- 1.1 This Policy, overseen by Student Services, reflects Southampton Solent University's strategic vision and mission to be inclusive, support social justice, deliver an outstanding student experience, and be a workplace of choice for staff.
- 1.2 The University is committed to ensuring a safe and supportive environment for students, staff and visitors. The University recognises that in the course of its activities there are circumstances in which children, adults with care or support needs, or students at risk come onto University premises at both campuses or have contact with University students, staff or contractors.
- 1.3 The University wishes to ensure that it maintains the highest possible standards to meet its responsibilities to protect and safeguard the welfare of children, adults with care or support needs, or students at risk. The University is committed to working in partnership with other organisations (as appropriate) to facilitate this objective.
- 1.4 This Policy sets out the University's approach to safeguarding children, adults with care or support needs, and students at risk, and establishes guidance and procedures in relation to activities or areas of perceived risk including how to report and deal with a cause for concern.
- 1.5 The Policy reflects the principles of UK legislation, guidance and best practice (see [Appendix 1](#) for legislation) with the aim of being mindful of a duty of care and seeking to ensure every child, adult with care or support needs, or student at risk achieves their full potential.
- 1.6 The Policy will be disseminated and training provided as appropriate.
- 1.7 The Policy will be reviewed every three years and on an 'as-needs' basis.
- 1.8 Definitions are as follows:
 - i. 'Students' are defined as any person registered with or under instruction by the University; Staff are defined as any person employed by the University, whether paid or voluntary.
 - ii. Children are individuals who are aged under 18 years old.
 - iii. Adults with care or support needs are defined as, adults who have needs for care and support; who are experiencing, or are at risk of, abuse or neglect; and as a result of those needs are unable to protect themselves against the abuse or neglect or the risk of it.
 - iv. Students at risk are those who may require safeguarding from any form of abuse (e.g. physical, psychological, emotional, financial, or being susceptible to being drawn into terrorism).

- v. Safeguarding is ‘arrangements to take all reasonable measures to ensure that risks to the welfare of children, adults with care or support needs, and students at risk are minimised’.
- vi. The University and the Students’ Union are committed to working together and sharing information in order to safeguard the interests and wellbeing of children, adults with care or support needs, or students at risk (for example, in relation to individuals and activities with student societies and volunteering). The Students’ Union has its own [Safeguarding policy](#) and the Chief Executive will act as the designated Principle Safeguarding Officer in the Students’ Union for the purposes of this policy.

1.9 Key principles are:

- i. All safeguarding concerns, including suspicions and allegations of exploitation, harm or abuse (including radicalisation) will be taken seriously and will be reported promptly.
- ii. The welfare of the child, adult with care or support needs, and student at risk is of paramount consideration.
- iii. Confidentiality will be maintained, except where there is a potential risk to the health and welfare of an under 18, adult with care or support needs, or student at risk.
- iv. All children, adults with care or support needs, and students at risk, have a right to protection from harm or abuse regardless of age, disability, gender, racial or ethnic origin, religious belief or sexual orientation.
- v. Processes will be established and maintained to check the suitability of staff and students whose duties and responsibilities involve regular contact with or supervision of children and/or adults who may be vulnerable. Appropriate suitability checks will be carried out in relation to staff, including criminal records and other checks where appropriate. Please refer to the University’s Disclosure and Barring Service (DBS) Policy for further information.
- vi. Safeguarding referrals to the relevant statutory authority will be made on the basis of identified and considered risk.
- vii. University staff dealing with students or staff who are subject to safeguarding concerns will consider what support may be offered to them both from within the University and externally.
- viii. In a placement or work based learning environment (such as a professional or clinical setting) a member of staff or student should normally report any safeguarding concern in the first instance to the Safeguarding Officer of the provider or employer. If the student or staff member feels it is inappropriate to make a referral to the provider/employer Safeguarding Officer, or they do not feel they have had a satisfactory response, they should refer directly to the appropriate University Safeguarding Officer.
- ix. Research with children, adults with care or support needs, or students at risk must comply with the University’s Research Ethics Policy and Procedures. In such cases appropriate DBS checks are required by researchers.

2. Scope of the Policy

- 2.1 The Policy along with associated guidance and procedures applies to all University activities involving children, adults with care or support needs,

and students at risk. The Policy applies to all University staff, students and contractors who may come into contact with children, adults with care or support needs, and students at risk as part of their work.

2.2 In safeguarding its students, the University recognises that harm or abuse may take different forms (e.g. physical, emotional or may arise through neglect, or it may also involve being drawn into terrorism).

3. [Areas of risk: University activities that may involve contact with children, adults with care or support needs, or students at risk](#)

3.1 There are a number of activities undertaken or facilitated by the University which bring children, adults with care or support needs, or students at risk into contact with students, staff contractors or onto University premises. For example, the following activities represent areas of risk with relation to children, adults with care or support needs or students at risk:

- i. Organised visits, summer schools and other outreach activities on University premises.
- ii. Outreach activities (for example, recruitment) undertaken in ‘feeder’ schools and colleges and other venues away from University premises.
- iii. Living or staying in student residences.
- iv. Relatives of University staff brought onto University premises.
- v. Attending University premises for Graduation events or sporting or other recreational or social purposes.
- vi. Being the subject of research by University students or staff.
- vii. Registering as a student or apprentice at the University.
- viii. Being employed by the University.
- ix. Carrying out work experience at the University.
- x. Taking a placement in another professional or clinical setting.
- xi. Field trips, excursions and other activities such as volunteering.
- xii. Activities of student societies and networks.

4. [Safeguarding Procedures; reporting causes for concern \(See Appendices 2, 3 and 4 below\)](#)

4.1 The University has developed Safeguarding Procedures which set out the processes by which students or staff may report causes for concern about the welfare of a child, adult with care or support needs, or student at risk. [Appendix 2](#) sets out the procedures overseen by Student Services; [Appendix 3](#) provides the procedure when a student is at risk.

4.2 The Procedures also establish individuals within the University responsible for responding to safeguarding concerns and liaising with the appropriate agencies. For example, each School and Professional Service that deals frequently with children, adults with care or support needs, and students at risk has its own Principal Safeguarding Officer (PSO) (see [Annex A Safeguarding Structure](#)) who has responsibility for the implementing this

Policy therein. Note, also, that where University activities involve engaging more directly with children, adults with care or support needs, or students at risk, procedures have been developed reflecting these activities by the relevant PSO; these procedures are provided below at Appendices 5-10.

- 4.3 In safeguarding its students the University recognises the need to work closely with external statutory and voluntary agencies (e.g. Social Services, Police, local Safeguarding Boards, the NSPCC, NHS, and the Prevent Channel programme).
5. **Best practice for students and staff who come into contact with children, adults with care or support needs, or students at risk**
 - 5.1 The Statement at [Appendix 4](#) provides examples of behaviours towards children, adults with care or support needs, or students at risk that are appropriate. The principles in the Statement are intended to safeguard students from harm. They are also intended to ensure students or staff are not put in a position whereby their integrity may be questioned. In the case of a contractor, failure to follow the Statement may result in the termination of their contract.
6. **Involvement of parents and guardians (note, this does not apply to students at risk)**
 - 6.1 The University recognises the importance of ensuring parents or guardians are aware of the activities and risks their children may encounter in University activities. Except where the person concerned is a student or employee, parental consent will be obtained before an organised activity involving children or adults with care or support needs is undertaken whether on or away from University premises.
 - 6.2 The University cannot take responsibility for ensuring the welfare of children or adults with care or support needs who are present on University premises without its knowledge. Parents or guardians who bring their children or adults with care or support needs onto University premises must take responsibility for their welfare and ensure they do not disturb others or damage University property.
 - 6.3 International students note; a student aged 16 or 17 has the legal right to live independently in the UK and may make their own accommodation arrangements. However, when an international 16 or 17 year-old student applies for a visa under Tier 4 (General), they must have their parents' permission to both travel to the UK and to live independently. For more information, see the Tier 4 Migrant Guidance on the Solent University web pages [here](#) or on the Gov.uk website [here](#).
7. **Criminal Records: Disclosure and Barring Service (DBS) (note, this does not apply to students at risk)**
 - 7.1 Where students, staff or contractors are likely to have substantial unsupervised contact with children or adults with care or support needs, the

University taking a proportionate approach may require them to disclose any criminal records by being subject to a Disclosure and Barring Service (DBS) check at the appropriate level. Sensitive personal information will be treated carefully and confidentially. Further guidance on DBS checks is provided below at [Appendix 5](#).

7.2 As a minimum the University, through the People and Development Service, will undertake DBS checks in relation to posts or roles, paid or unpaid, which involve regularly caring for, teaching, training, supervising or being in sole charge of children or adults with care or support needs; this is defined as 'regulated activity'. For example, regulated activity includes:

- i. Teaching or training.
- ii. Providing advice and guidance.
- iii. Relevant personal care (for example, washing or dressing).
- iv. Driving a vehicle used for conveying children or adults with care or support needs.

7.3 Regulated activity does not include the following:

- i. Activity conducted in the course of a family or personal relationships between friends involving no commercial considerations.
- ii. A student helper who is part of a peer group in a classroom under the direction of a person who is engaged in regulated activity.
- iii. A supervisor of a child or adult with care or support needs undertaking work experience.

8. [Health and Safety \(note, this does not apply to students at risk\)](#)

8.1 Children and adults with care or support needs are prohibited from entering laboratories, workshops or other premises which present particular hazards unless they are students or members of staff or are attending an authorised visit of activity. Such premises that are 'out of bounds' should be identified; however, if there is any doubt, advice should be sought from the University Head of Health, Safety and Environment or relevant senior manager. Any accident on University premises must be reported as soon as possible.

9. [Risk assessments for organised activities \(note, this does not apply to students at risk\)](#)

9.1 In relation to visits by 'feeder' schools or colleges where staff members of that establishment are in attendance, the school or college will complete its own risk assessment and take its own safeguarding steps. However, a risk assessment must be completed and the University's insurers informed by organisers of any activity specifically intended for children or adults with care or support needs and which brings them into contact with students, staff or contractors.

10. [Students aged under 18](#)

10.1 Occasionally the University will admit a child or young person as a student who in most cases will not be much younger than other students. The

suitability of such children is a matter to be determined by the relevant School and the University Admissions team; however, once admitted, the University has a responsibility to safeguard the welfare of the student. These responsibilities are set out in local procedures.

Appendix 1: Legislation

1. The University has certain legal powers and duties to safeguard children and adults with care or support needs, who come onto its premises or come into contact with students or staff, including in relation to the Children Acts of 1989¹ and 2004², Care Act 2014³, and the Health and Safety at Work Act 1974⁴.
2. In addition, where staff hold a position of trust, an improper relationship with a child, adult with care or support needs, or student at risk, is likely to constitute an abuse of trust offence under the Sexual Offences Act 2003⁵.
3. The University also has powers under the Rehabilitation of Offenders Act 1974⁶ to enquire as to the criminal records history of students or staff in order to assess any risk to children, adults with care or support needs, or students at risk.
4. Other relevant legislation includes the Data Protection act 2018⁶, Safeguarding Vulnerable Groups act 2006⁷, Equality Act 2010⁸, Protection of Freedoms Act 2012⁹, and the Counter Terrorism and Security Act 2015 (Prevent duty)¹⁰.

¹ <https://www.legislation.gov.uk/ukpga/1989/41/contents>

² <https://www.legislation.gov.uk/ukpga/2004/31/contents>

³ <http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

⁴ <https://www.legislation.gov.uk/ukpga/1974/37>

⁵ <https://www.legislation.gov.uk/ukpga/2003/42/contents>

⁶ <https://www.legislation.gov.uk/ukpga/1974/53>

⁶ <https://www.legislation.gov.uk/ukpga/2018/12/contents>

⁷ <https://www.legislation.gov.uk/ukpga/2006/47/contents>

⁸ <https://www.legislation.gov.uk/ukpga/2010/15/contents>

⁹ <http://www.legislation.gov.uk/ukpga/2012/9/contents/enacted>

¹⁰ https://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf

Appendix 2: Safeguarding Procedures

A Introduction

Abuse or risk from harm takes different forms

1. The University recognises that abuse or risk of harm may take different forms (for example, physical, sexual or emotional, or neglect, bullying or intimidation, or it may involve being drawn into terrorism) and individuals may have different perceptions of what constitutes harm or abuse. These procedures establish a mechanism whereby causes for concern about welfare or risk of harm may be addressed quickly and appropriately.

Respect confidentiality

2. As far as is possible the confidentiality of all individuals involved in safeguarding concerns will be respected. However, there may be circumstances when it is necessary for a Principle Safeguarding Officer or other University student, member of staff or contractor to share information with third parties.

University Safeguarding Officers (see University Safeguarding Structure at Annex A)

3. The University has an organised structure of designated safeguarding staff (see University Safeguarding Structure at **Annex A**). The University has identified the Vice-Chancellor as the safeguarding accountable officer, the Head of Student Experience in Student Services as the University's Lead Safeguarding Officer (LSO), and the Deputy Head of Student Experience (Wellbeing) as the Senior Principal Safeguarding Officer (SPSO). The Pro-ViceChancellor, Students and Teaching is Chair of the University Safeguarding Committee.
4. Each University school or service that participates in regular activities involving children, adults with care or support needs, or students at risk, will nominate one Principal Safeguarding Officer (PSO).
5. The PSO will respond to any safeguarding concerns raised. They will receive training and guidance for this role. The PSO will be the focal point for safeguarding questions within their school or service and, working with the LSO and SPSO, will provide advice and guidance to staff who:
 - During the course of their work, believe a child, adult with care or support needs, or student at risk, may be at risk of harm.
 - Are informed by a child, adult with care or support needs, or student at risk, of a welfare issue.

The PSO is responsible for ensuring relevant staff within their area are made aware of the University Safeguarding Policy, Procedures and Structure and what is required of them, and that they receive the appropriate training.

B Procedures for reporting causes for concern

Alert to any concerns about welfare

7. The University expects all staff, students and contractors to be alert to any concerns about the welfare of children, adults with care or support needs, or students at risk, and to report any such concerns however apparently trivial to a Principal Safeguarding Officer (PSO) or other member of the University Safeguarding Structure (See Annex A).
8. Students, staff and contractors are expected to co-operate fully with any enquiries by external agencies that may arise from an allegation of abuse. Whilst individual members of the University have the right to report incidents direct to Social Services, where possible they should consult first with the PSO, Senior Principal Safeguarding Officer (SPSO) or Lead Safeguarding Officer (LSO). If the person who first becomes aware of the concern feels it inappropriate to involve a PSO or disagrees with the PSO, SPSO or LSO view that the matter need not be reported, they should notify the Police or other external agency themselves.

Report concerns as soon as possible

If you consider that a student /staff member is at *immediate* risk of harm, and a senior staff member in Student Services / People and Development is not available to respond there and then, call the Police on 999 as a top priority.

9. Concerns must be reported as soon as possible; where a child, adult with care or support needs, or student at risk, may be at immediate risk of harm or abuse, a PSO must be notified verbally straight away and a report completed as soon as reasonably practicable thereafter.

Make notes and discuss with PSO

10. The person reporting a concern should make a note of the facts that gave rise to their concern as soon as is practicable and should immediately give a copy of the notes to the relevant PSO who will in turn provide a copy for the SPSO and LSO.

PSO discuss with SPSO or LSO

11. It is the responsibility of the PSO notified of a concern to discuss and agree with the SPSO or LSO any other action taken or proposed arising out of the incident (for example, the provision of training).
12. The SPSO and/or LSO will consider the seriousness of the risk or cause for concern and if appropriate will contact an external agency, for example, local authority, Police, Prevent Channel programme or other appropriate statutory or voluntary agency.
13. The PSO, SPSO and/or LSO will be responsible for ensuring the child, adult with care or support needs, or student at risk, is in a safe environment until the appropriate external

agencies have become involved. Where appropriate the SPSO or LSO will reassure the child, adult with care or support needs, or student at risk, of the process underway, and if appropriate ascertain any relevant factual information. However the SPSO or LSO should only ask questions of the child, adult with care or support needs, or student at risk, that are necessary in order to clarify if they are alleging that abuse has actually taken place. No referrals will normally be made of adults with care or support needs, or student at risk, to other external agencies without their permission.

14. If the incident or information involves an allegation against a member of staff, the PSO will notify the Chief People Officer; if the incident or information involves an allegation against a student, the PSO will notify the SPSO or LSO. In either case, the student or member of staff concerned will be offered the opportunity to receive appropriate advice or support. In either case it may be appropriate to suspend the staff member or student from activities that include contact with children, adults with care or support needs, or students at risk, until enquiries are complete. A decision to suspend a staff member or student will normally need to be agreed by the Pro-Vice-Chancellor, Students and Teaching (for students), the Chief People Officer (for staff) or the Deputy Vice-Chancellor (either). Within the Students' Union, a decision to suspend a member of staff will be made by the Chief Executive; and suspension of student membership will follow the appropriate process.

C Advice on reacting to suspicions or disclosures

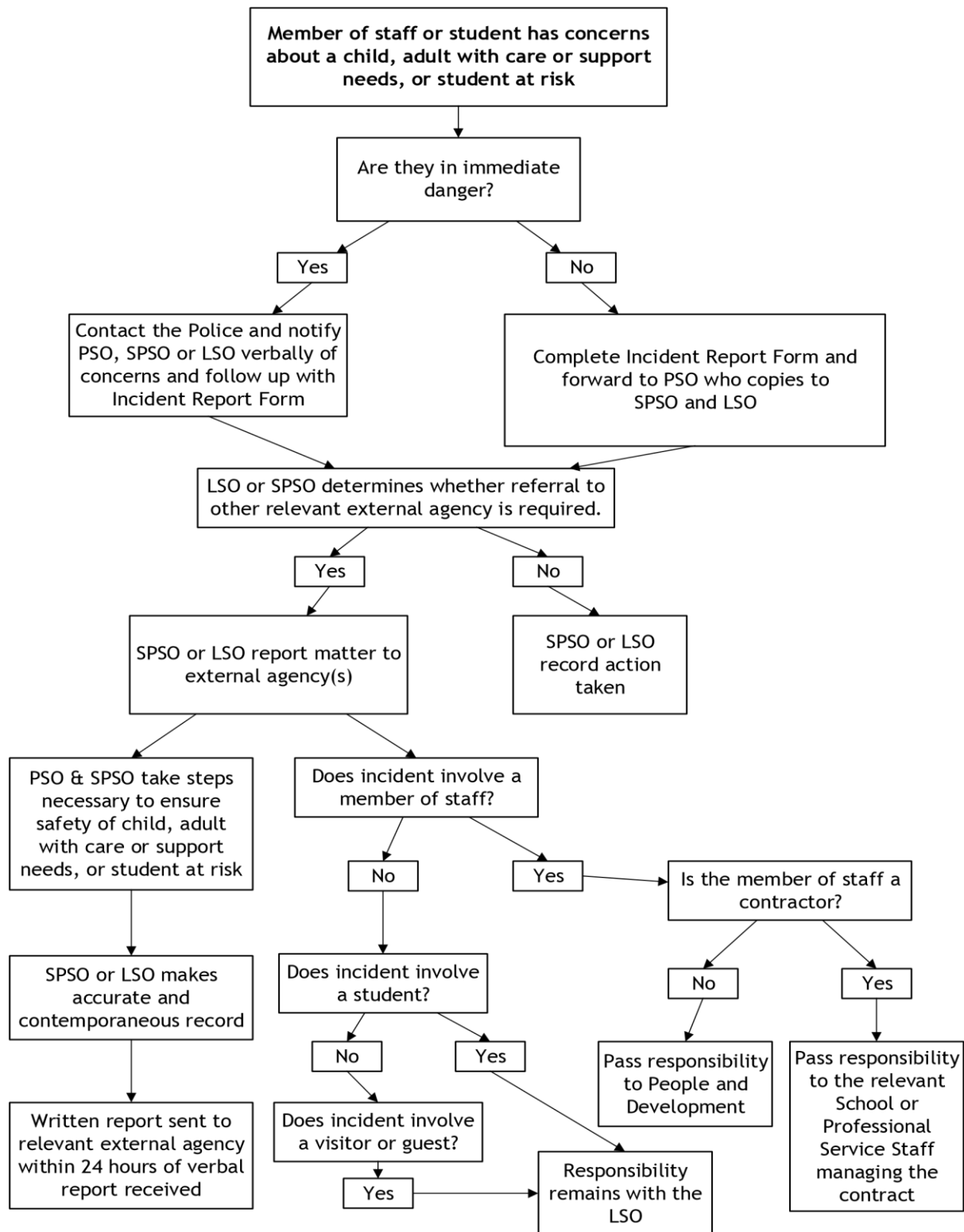
What to do	What not to do
Stay calm	Don't panic or over-react. It is unlikely the child, adult with care or support needs, or student at risk is in immediate danger
Listen, hear and take seriously	Don't probe for more information. Inappropriate questioning may affect how the child, adult with care or support needs, or student at risk, disclosure is received at a later date
Give time to allow the child, adult with care or support needs, or student at risk, to say what they want	Don't make assumptions, don't paraphrase or offer alternative explanations
Reassure and explain that they have done the right thing in telling	Don't promise confidentiality or to keep secrets or that everything will be OK (it may not be)
Act immediately in accordance with the procedure in this Policy	Don't try to deal with the matter yourself
Make a written record of what was said as soon and as accurately as possible	Don't make negative comments about any alleged abuser

Report to the LSO or SPSO a record of your report

Don't "gossip" with colleagues about what has been said to you

Don't make a child, adult with care or support needs, or student at risk, repeat a story unnecessarily

D. Reporting procedure for children, adults with care or support needs, or students at risk



March 2019, review March 2020

E Incident Report Form for children, adults with care or support needs, and students at risk

DETAILS OF INCIDENT (complete as applicable)

Date of incident: Time of incident:

Where the incident occurred:

.....

Briefly describe the circumstances of the incident (including names of parties involved):

DETAILS OF CHILD / ADULT WITH CARE OR SUPPORT NEEDS

Full name:

Address:

.....

Home telephone number: Mobile telephone number:

.....

Sex:

Date of birth:

Nature of injury:

.....

Comments or explanation given by child, adult with care or support needs, or student at risk:

Name and contact details of any witnesses: Initial action taken:

DETAILS OF PERSON COMPLETING REPORT

Name and contact details:

.....

..... Signature Date

Appendix 3: 'Students at risk' Procedure: Guidelines for Staff

Introduction

1. These guidelines should be read alongside the Safeguarding Procedures in [Appendix 2](#) paragraphs 1-14 and are intended to provide staff with guidelines to follow when a student's situation or behaviour is giving cause for concern; for example, in the following situations:
 - i. There is an underlying disability or mental health condition;
 - ii. Use of the Student Disciplinary Procedure would be inappropriate or counterproductive;
 - iii. There are safeguarding issues; for example, a student at risk of radicalisation, or a victim of crime;
 - iv. A student is temporarily under stress, has a substance misuse issue, or is experiencing longer term difficulties.
2. The guidelines aim to ensure that students are encouraged to access appropriate and timely support, thereby aiding retention and academic progression. It is not intended that the guidelines should be used for occasional poor behaviour; these issues remain the responsibility of all relevant staff and come under the terms of the Student Disciplinary Procedure.
3. It is not possible to draft processes that are applicable to all situations and staff should use their professional judgement when dealing with any cause for concern. Student Services staff are able to provide additional support or advice to staff with causes for concern.
4. The University owes a "Duty of Care" to all students and must ensure that all reasonable steps are taken protect the health, safety and well-being of all its students, staff and visitors. There may be an enhanced duty of care owed to particular groups of students who are more vulnerable.

Stage 1 - Emerging concern

5. You should record any initial causes of concern which do not present an immediate crisis, including specific incidents and dates. You might want to speak informally to immediate colleagues to identify any additional causes for concern. Examples of causes for concern are as follows:
 - i. Serious concerns about the wellbeing or behaviour of the student emerge from a third party (such as flat mate, member of the public, placement provider or medical professional);
 - ii. The student's behaviour suggests there may be a need to address underlying mental health issues (for example, they have become withdrawn, aggressive, distressed, irritable, have mood swings or show signs of depression);

- iii. Behaviour which would otherwise be dealt with as a disciplinary matter which is considered to be the result of an underlying physical or mental health problem;
 - iv. The student is the victim of crime or there are other safeguarding concerns.
6. You should arrange to meet with the student; if you do not feel that you are the appropriate person to speak to the student, speak to someone who is directly involved with the student (for example, Course Leader, Residences Manager, Mentor). The aim of the meeting is to inform the student, in a supportive way, that there are concerns regarding their welfare. You should be explicit about the causes for concern, giving clear examples and explaining why they are a concern.
7. Offer the student an opportunity to disclose any underlying disability, mental health condition or issue that is impacting on their behaviour. Ask if there is anything that the student considers would help him/her to manage their difficulties. Note that you are not expected to counsel the student; the aim of the meeting is to focus on the student's behaviour, not to explore their emotional state in depth. You should take notes of the meeting and explain to the student that this will provide a record of your concerns.
8. As a result of the meeting, there are a range of likely outcomes:
- i. **The student acknowledges there is a problem and is willing to seek help:**
 - Refer the student to the Student Hub (room RM050). This might result in a range of support being arranged for the student, internally and externally.
 - Set a time frame with the student to review the situation, update on progress and check if they have accessed appropriate support.
 - The student may be referred to Stage 2 of this process if they do not take up referrals or if these steps do not remedy the concerns.
 - ii. **You are convinced that your initial concerns are unfounded:**
 - The student may give a plausible explanation for their behaviour and you are reassured that there is no cause for concern. No further action is required.
 - The student is aware of the problem but does not want to seek assistance OR denies there is a problem. In this case you should move to Stage 2 of these guidelines.

Stage 2 - Continued concern

9. Possible actions include:
- i. If the student is not prepared to seek assistance and there remains a high level of concern for the student and/or others, you should raise your concerns to the Student Hub team on ext. 5200.

- ii. The Student Hub team will contact the student to advise that this procedure is being invoked and invite the student to attend a meeting to discuss the issues you have raised. They will ask the student to sign an 'On Track' form that will give the student's permission for their case to be discussed at a multi-team meeting. The meeting will be treated as confidential and the outcome only shared as necessary.
- iii. The aim of the meeting is to encourage the student to acknowledge their difficulties and to seek appropriate help. If appropriate, attention will be drawn to the University's Attendance Policy/Student Disciplinary Policy or other relevant University policies.
- iv. All parties will attempt to agree an action plan for the student to bring about changes in presenting behaviour. Examples of actions may include:
 - Appropriate internal or external referral to specialist services for support, for example, Therapy & Mental Health team/Access Solent/Channel programme/Mental Health Services.
 - Signing up to a contract agreeing to actions and behaviours.
- v. A date for review will be set; the time frame will depend on the individual case and will include frequency of review updates.
- vi. The student will be advised of the consequences of not following the agreed action plan (Stage 3).
- vii. If sufficient risk to the well-being of the student or others is identified as a result of this meeting, the matter may be referred to Stage 3.
- viii. Where a student refuses to give permission their case may be discussed in cases of serious welfare concern; if the welfare concerns are not serious enough, the case may be referred to the Student Disciplinary procedure.

Stage 3 - Continued/acute concern

10. The SPSO [Deputy Head of Student Experience (Wellbeing)] or their nominee will work with colleagues to identify the level of risk to the well-being of the student and /or others. The aim is to consider whether continued study may pose an unacceptable risk or exacerbate the student's difficulties and to identify if the student is fit to engage with their course. In addition to the student's course-related activities, their level of engagement with their studies, support and the quality of social interactions; consideration should also be given to the student's living situation.
11. The process will include input from relevant parties including the student's course team, Access Solent, Residences staff and any relevant internal/external stakeholders.
12. The process will result in one of two possible outcomes:
 - The level of risk to the student and / or others currently posed by the student is within acceptable levels and strategies can be put in place to manage the

risk. In this case, you should refer back to Stage 2 of these guidelines. This should include a regular review to ensure the measures are working and continue to be effective.

Or

- The level of risk to the student and/or others current posed by the student is unacceptable; in this case, you should continue through Stage 3.
13. If there is considered to be an unacceptable level of risk the SPSO [Deputy Head of Student Experience (Wellbeing)] will refer the matter to the LSO (Head of Student Experience) who will call an urgent case conference. The student has the right to attend this meeting and may be accompanied if they wish.
 14. They will consider if the student's continued presence presents an unacceptable risk to themselves and/or to others, and the conference will discuss what options are open to the student, including voluntarily suspending.
 15. If appropriate, the student will be informed that, under University procedures (Enrolment or Student Disciplinary as appropriate), their studies are suspended. A decision to suspend a student will normally need to be agreed by the Pro-Vice-Chancellor, Students and Teaching or the Deputy Vice-Chancellor. Any decision will be communicated to the student in writing, whether or not they are present at the meeting. The student will also be advised of the Return to Study procedure.

Return to Study

16. Following a suspension (whether voluntary or imposed) a student may wish to return to study. If so the student will need to produce appropriate evidence from a medical practitioner that confirms that they are well enough to resume their studies and that the behaviours which led to their suspension would be unlikely to be repeated.
17. Appropriate support should be put in place from Access Solent, the Therapy & Mental Health team and other specialist services to facilitate the return to study.
18. The evidence and external and internal support mechanisms should be reviewed by LSO (Head of Student Experience), in conjunction with relevant staff and make a decision if the return to study is appropriate and in the best interests of all parties.
19. A final decision will be given to the student in writing; this might include any provisions for support or conditions for return.
20. When return to study is not deemed to be an option, the student will be advised of the Student Complaints Procedure.

Appendix 4: [Statement of Good Practice](#)

Introduction

The University expects all students, staff and contractors while carrying out their duties on behalf of the University to act in an exemplary manner towards children, adults with

care or support needs, or students at risk with whom they come into contact, and to ensure that their behaviour does not give rise, whether rightly or wrongly, to questions about their integrity or to allegations of abuse. Whilst not representing an exhaustive list, this statement sets out general expectations of behaviour in the course of their duties in terms of what may be regarded as appropriate and what may be regarded as inappropriate. Individual schools or services may also have specific codes of conduct relevant to their own circumstances and the nature of their work.

University staff, students and contractors are referred to as “University representatives” throughout this statement.

University representatives should:

- Treat everyone with fairness, equality and respect, and not show favouritism to particular children, adults with care or support needs, or students at risk;
- Be sensitive to the appearance, race, culture, religious belief, sexuality, gender or disability of children, adults with care or support needs, or students at risk;
- Act as a good role model and challenge any unacceptable behaviour;
- Report all allegations or suspicions of abuse using the University’s Safeguarding Procedure;
- Be aware that physical contact with a child, adult with care or support needs, or student at risk may be misinterpreted;
- Consider whether contact with an individual child, adult with care or support needs, or student at risk should involve a colleague being present;
- Retain a professional approach to safeguarding children, adults with care or support needs, or students at risk, including avoiding physical contact (unless it is reasonably necessary to do so for health or safety reasons, or teaching and learning), and avoiding inappropriate familiarity or making sexually suggestive comments, even in jest;
- Respect the right to privacy of a child, adult with care or support needs, or student at risk; and in residential accommodation do not enter their bedroom except in the case of an emergency.

[Appendix 5: Guidelines on Disclosure & Barring Service \(DBS\) Checks](#)

[Section 1 What is DBS?](#)

[Section 2 Requirement for DBS checks at Solent University](#)

[Section 3 Information for new applicants](#)

[Section 4 Information for existing employees](#)

Section 1: What is DBS?

1. DBS stands for the Disclosure and Barring Service and it is the organisation that is an executive non-departmental public body of the home office. It is a newly formed organisation which replaces both the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA).
2. The DBS is responsible for:
 - Processing requests for criminal records checks.
 - Deciding whether it is appropriate for a person to be placed on or removed from a barred list.
 - Placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland.
3. It is the method by which employers can legally ascertain if they can employ people into certain types of roles when they have an old or existing criminal record.

Section 2: Requirement for DBS checks at Solent University (SU)

4. The University will undertake relevant DBS checks in order to assist with fair and consistent recruitment decisions in accordance with the relevant employment legislation.
5. The University will only undertake DBS checks when it is a requirement of the role as follows:
 - If a role appears on the Rehabilitation of Offenders Act Exceptions Order 1975, the applicant may be asked to undergo a standard level of DBS check. Within the University this is likely, but not exclusively limited, to apply to certain finance roles.
 - If a role involves working on a supervised basis with vulnerable groups undertaking regulated activity, an enhanced level of DBS check is likely to be required of the applicant.
 - If a role involves working on an unsupervised basis with vulnerable groups of either adults or children undertaking regulated activity, an enhanced level DBS check with the relevant barring list information is likely to be required of the applicant. The University will notify the applicant if this is required.

Regulated Activity and the law

6. Solent University is only entitled by law to ask the DBS if an individual is barred from working with vulnerable groups if the job involves either regulated activity with children or adults. Currently the University does not have roles that meet the definition of regulated activity for Adults.
7. This University does currently have a small number of roles that meet the definition of regulated activity for children (under 18s). The role **MUST** involve:
 - Unsupervised activities on a frequent basis; teaching, training or instruction, care or supervision, advice or guidance on well-being, or driving a vehicle for children. N.B. such supervision of children must be regular;

- Work in a “specified place” on a frequent basis with opportunity for contact including: schools, children’s homes, childcare premises. N.B. Warsash Maritime Academy currently meets this definition;
 - Relevant personal care, for example washing or dressing, or healthcare by or supervised by a professional;
 - Registered child-minding; and foster-carers. This activity does not need to meet the frequency threshold.
8. The role MUST involve:
- Unsupervised activities on a frequent basis; teaching, training or instruction, care or supervision, advice or guidance on well-being, or driving a vehicle for children. N.B. such supervision of children must be regular;
 - Work in a “specified place” on a frequent basis with opportunity for contact including: schools, children’s homes, childcare premises. N.B. Warsash Maritime Academy currently meets this definition;
 - Relevant personal care, for example washing or dressing, or healthcare by or supervised by a professional;
 - Registered child-minding; and foster-carers. This activity does not need to meet the frequency threshold.

Definition of Frequency

9. For regulated activity with children to meet the definition of “frequent” it must be “once a week or more on an ongoing basis or four or more times in a single month or overnight (between 2.00am and 6.00am)”.

Process

10. The University uses an organisation that undertakes criminal record checks and will therefore approach DBS on our behalf to request criminal record information on an employee or an applicant.
11. People and Development (P&D) uses criteria determined by DBS to check applicant information in order to ascertain what level of criminal records check (if any) needs to be undertaken by an individual applying for a particular role.
12. Once P&D is aware that a DBS check is required, they will communicate with the individual to ensure the relevant paperwork is completed and returned so that the appropriate level of check can be requested. In the case of each disclosure requested:
 - If a standard level check is requested this will reveal if an individual has any unspent cautions, convictions, reprimands or final warnings.
 - If an enhanced level check is requested this will replicate the information contained within a standard level check, but will also reveal any spent cautions, convictions, reprimands or final warnings.

- If an enhanced level check (with child barring list information, or with adult barring list information) is requested this will replicate the same information as an enhanced level check but will also indicate whether the individual is barred from working with children, or adults respectively.

13. DBS checks are carried out at the point of recruitment and P&D will be responsible for determining the level of checks dependent on the role.

Retention and storage of DBS disclosures

14. Solent University is committed to the fair and consistent processing, storage and distribution of information in relation to the disclosure of criminal records through the DBS.
15. The University complies with the DBS code of practice including the secure storage, handling, use, retention and disposal of DBS disclosures and disclosure information, and with its obligations under the Data Protection Act.
16. DBS disclosure information will not be stored on an employee's file but will be stored separately with access limited to those who are entitled to see it.
17. DBS disclosure information will only be used for the specific purpose for which it is requested and for which the applicant's full consent should be obtained.
18. Once a recruitment decision has been made, DBS disclosure information will not be stored for longer than is necessary. It would be reasonable to assume this will be for a period of six months.
19. Once the retention period has passed the DBS disclosure information will be destroyed.

Section 3: Information for new applicants

Disclosure of a criminal conviction

20. When an individual applies to work at the University, or they may be an existing employee applying for a new role, they are required to fill out an application form and will need to declare on this form if they have any unspent criminal convictions. This form will be used as part of any forthcoming employment offer and therefore it is imperative that it is filled in accurately.
21. It is University policy to require applicants to disclose any "unspent" criminal convictions as part of their application. Under the Rehabilitation of offenders Act 1974 (Exceptions) order 1975 certain roles will require applicants to disclose their criminal convictions even if they are spent.
22. Please note for this University there are very few roles where this exception may apply. However, if there is any doubt as to whether an individual is obliged to disclose a conviction, they should refer to the guidance available on

www.dbs.gov.uk for further information. Please note that some crimes are so serious that they will never be classed in legislative terms as “spent”.

23. Having a criminal record will not necessarily prevent an individual from working within the University. Consideration will be given by a P&D Business Partner as to the seriousness and significance of the crime and how it impacts on the ability of the individual to be able to do their job. However, it is a criminal offence to employ a person in a “regulated position” where they have been barred from working with vulnerable groups.
24. P&D will notify the individual if they need to complete a DBS application form so that the relevant check can be carried out.
25. Once a completed application form is received and the relevant supporting documentation is verified, the form will be sent to the University’s DBS agent for processing.
26. The disclosure certificate is sent directly to the individual who must ensure the certificate is produced to the P&D service as part of the pre-employment checks undertaken. This certificate must be produced within 28 days of starting their employment at the University.
27. Please note all employment offers are made subject to receipt of satisfactory references, DBS and medical checks and therefore if the DBS certificate is not produced within the specified timeframe, the matter will be referred to a P&D Business Partner to determine how to proceed. The University takes this responsibility very seriously and will consider whether future employment within the University is sustainable for an individual who cannot produce a relevant and appropriate level of DBS check.

False declaration or failure to disclose

28. False declaration, failure to declare relevant information regarding convictions or failing to accurately disclose information about a criminal record will be regarded as an extremely serious matter and may lead to the withdrawal of an offer of employment or the Disciplinary Procedure being invoked.
29. If details of a conviction come to light during employment a full investigation will take place under the Disciplinary Procedure to consider if the conviction is relevant to the individual’s employment. This may involve reducing the potential risks involved through reasonable adjustments or redeployment where this is possible. In the event of a significant risk, which could not be reduced, or in the event that the working relationship is deemed to have irretrievably broken down, termination of employment may be considered.

Appeals

30. If an individual has any reason to dispute information held on a Disclosure they must contact their P&D Business Partner or look at the appeal details set out within the letter they will have been sent with their disclosure certificate.

Section 4: Information for existing employees

Re-Checks

31. All staff currently working within the University will need to ensure that the P&D service is kept up to date with any changes to their criminal record history. This information will be kept confidential and on a 'need to know' basis; however, ultimately the P&D Business Partner will take responsibility for ascertaining how to utilise the information. A risk assessment will need to be conducted to determine how the information impacts on an individual's ability to do their job.
32. A DBS check has no official expiry date and any information included within such a check will be most accurate at the time the certificate is issued. However, staff employed by the University in roles that require a DBS check will be required to undergo a re-check every three years for safeguarding purposes.

False declaration or failure to disclose

33. False declaration, failure to declare relevant information regarding convictions or failing to accurately disclose information about a criminal record will be regarded as an extremely serious matter and may lead to the withdrawal of an offer of employment or the Disciplinary Procedure being invoked.
34. If details of a conviction come to light during employment a full investigation will take place under the Disciplinary Procedure to consider if the conviction is relevant to the individual's employment. This may involve reducing the potential risks involved through reasonable adjustments or redeployment where this is possible. In the event of a significant risk, which could not be reduced, or in the event that the working relationship is deemed to have irretrievably broken down then termination of employment may be considered.
35. **Further information:** If you have any queries on the above or would like further information on these guidelines please contact the relevant P&D Business Partner in the first instance.

Appendix 6: Guidelines on student recruitment activity with Schools and Colleges

1. Members of the University's UK Recruitment, Access and Widening Participation Teams and the Southern Universities Network Project Lead and Project Assistant based within the External Relations service are in regular contact with children and young people in 'feeder' schools and colleges in the region and elsewhere. Student Ambassadors support this activity and are trained relative to the activities they are involved in. This work involves working with children and young people at their places of study, on the University campus and in the University's residential accommodation.
2. This work sometimes involves collaborative work with other local universities as part of initiatives to better inform children and young people about University life. Some of this work occurs as part of outreach programmes with external stakeholders. The University will ensure that all participating University staff are

adhering to its own Safeguarding Policy and Procedures; however, the external stakeholders' own policies will also apply. All staff and student ambassadors involved in these activities are DBS checked.

Appendix 7: Guidelines on admission to and studying at the University

1. The University has a policy for student admissions and this provides guidance for staff regarding children and young people. This document is accessible via the staff intranet in the University Academic Handbook, Section J.
2. Solent University is committed to equal opportunities and does not wish to discriminate on any grounds, including age.
3. Decisions about the offer of places on award bearing courses are made on the basis of the entry requirements and applicants' potential and ability to complete the chosen course successfully.
4. However, the University reserves the right to refuse to admit a young person or adult with care or support needs if the adaptations required to ensure their well-being are felt to be disproportionate or beyond a reasonable measure.
5. The emergency contact and home address are checked for all applicants aged under 18 by the relevant School Executive Officer, Admissions and Enrolment Manager, and/or University Secretary. Parents and guardians of under 18s and adults with care or support needs are informed that the University is not in loco parentis.
6. Every effort will be made to ensure the safety of under 18s and adults with care or support needs, including providing a heightened duty of care. This will include providing segregated accommodation when staying away from University; for example, accommodation that is not shared and includes en-suite facilities where possible.

Warsash Maritime Academy (WMA)

7. At WMA, cadets may be aged from 16 and are accepted onto courses on the basis that international shipping companies have agreed to sponsor them. This decision is informed by an assessment that the individual has the ability and readiness to complete the requisite training and has met the entry requirements. Under 18s may also be accepted onto short courses as part of their merchant navy training.
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Appendix 8: Safeguarding guidelines on students participating in sport with Solent Sport; and the School of Sport, Health and Social Science (SH&SS) as part of their course

Solent Sport

1. High Performance

Solent Sport’s High Performance Centre has a high level of engagement with under 18s, adults with care or support needs, and students at risk. They have a contract in place to support the work of the Hampshire Talented Athlete Scheme. A county-wide programme that involves under 18s and the Southampton Talented Athlete Scheme which is made up entirely of Under 18s. The staff in the High Performance Centre were all previously CRB checked and now operate under the new Disclosure and Barring (DBS) Process. All staff are also qualified to at least the minimum standards required to operate in their particular field.

2. U18 teams

A number of the Team Solent sports clubs now have U18 sections. Where this is the case the club will adhere to the policies of the Governing body for that particular sport including Basketball England, GB Wheelchair Rugby, and the Football Association (FA).

3. Facility usage

Under 18s, adults with care or support needs and students at risk may use Solent Sport facilities through internal and external bookings. To ensure good practice in this respect, Solent Sport has taken steps to ensure that all relevant staff are appropriately trained. Facilities include Test Park Outdoor Sports Facility, St Mary’s Indoor Sports Centre, and East Park Terrace Sports Hall 3.

School of Sport, Health and Social Science (SH&SS)

4. School Engagement

The School of SH&SS offers a wide range of services to schools in and around Southampton. The activity is managed by the schools and colleges team and ranges from after school programmes, roadshows, dance mat systems and leadership training. The sessions are delivered by either staff or students who are coordinated by the School of SH&SS. All those engaging in school activity will have gone through an enhanced DBS check.

5. Sports Coaching

The School of SH&SS is involved in organising and delivering Coach Education Courses to University students and to the wider community. These courses are delivered by qualified School of SH&SS staff and by individual National Governing Body (NGB) organisations. Both of the aforementioned work to the University Policy and Procedures; however, in the case of NGB organisations, the staff delivering the courses also work to their own particular safeguarding procedures.

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Appendix 9: Guidelines on University Student Residences

1. Children or young people residing in the University halls of residence, will be accommodated in either single study rooms with en-suite facilities; or where there

are large numbers of under 18s, in segregated areas that are not accessible by adults aged over 18.

2. The University is working towards the Department of Health National Minimum Standards for the Accommodation of Students under Eighteen by Further Education Colleges. These standards may be viewed internally on the Solent Portal [here](#), or external web site [here](#).

Appendix 10: Guidelines on language ‘summer’ school activity

1. The Hospitality Services Unit of Estates & Facilities Service Conference Centre contracts annually with a number of Language School organisations during the summer vacation period. The Language School organisations utilise the University’s resources and associated support services to deliver residential and non-residential English language programmes to young people from across the world.
2. The University requires ‘provider’ companies of English Language tuition and training to be accredited by the British Council under the English in Britain Accreditation Scheme (EiBAS). As members they are expected to adhere to the legal and statutory regulations of the Scheme regarding the employment of staff working with children (defined in the Children Act 1989).
3. The University requires ‘provider’ companies of English Language tuition and training to supply to the University with a copy of their current safeguarding policy.

Appendix 11: Guidelines on transport

1. When children are being transported on behalf of the University they should be accompanied by a parent, guardian, chaperone or teacher. In exceptional cases, young people may travel unaccompanied using University ‘approved’ taxi companies, or by a member of University staff who has a satisfactory DBS disclosure, and in either case only with the prior consent of the parent or guardian.

Appendix 12: Solent Students’ Union (SoSU) Safeguarding Policy: Students under 18 & vulnerable adults



49 SAFEGUARDING POLICY: STUDENTS UNDER 18 & VULNERABLE ADULTS

This policy was approved by leadership team on 16th December 2014.

49.1 Background

49.1.1 Solent Students' Union is an inclusive organisation that represents, supports and provides services and activities for all students of Solent University. This includes students under the age of 18.

49.1.2 The legal definition of a child according to the Children's Act 1989 is "a person under the age of 18". Extra consideration and guidelines are needed when working with students under the age of 18.

49.1.3 This policy applies to students who are 16 or over but under 18 years old.

49.2 Review

This policy will be reviewed annually and in response to any legal or other developments in this area.

49.3 Principles

49.3.1 Solent Students' Union is committed to ensuring that the safety and wellbeing of all students is taken seriously and all reasonable steps have been taken to provide a safe environment.

49.3.2 The policy aims to protect students, staff, Officers and volunteers by ensuring that the appropriate policies and procedures are in place. It is designed to work in line with the University Safeguarding Policy.

49.3.3 The welfare of the young person under 18 or vulnerable adult is paramount.

49.3.4 The Students' Union designated safeguarding officer is the Chief Executive who will act as the Union Principle Safeguarding Officer in respect to the University Safeguarding Policy.

49.4 Disclosure And Barring Service (DBS) Checks For Students' Union Staff And Volunteers

49.4.1 The Police Act 1997 requires criminal record checks to be undertaken in respect of those individuals:

- whose normal duties involve them in substantial unsupervised access to children under 18 (and vulnerable adults) and
- those who supervise or line manage them where they are in sole charge of children under 18

49.4.2 The majority of Students' Union staff come into occasional contact with these groups and will not normally be subject to DBS checks.

49.4.3 The appropriate Departmental Manager or Chief Executive will identify which members of staff and/or volunteers need to undergo DBS clearance through the completion of risk assessments for all activities.

49.4.4 The Chief Executive shall be responsible for completing risk assessments and identifying elected officers who may be required to undergo DBS clearance.

49.5 Sexual Relationships With Young People Aged 16-17

49.5.1 The Sexual Offences (Amendment) Act 2000 makes it a criminal offence for a person to engage in any kind of sexual activity with a person under 18 where the adult is in a position of trust.

49.5.2 All staff and Sabbatical Officers of the Union are considered to be in a position of trust and therefore should avoid sexual relationships with students under the age of 18.

49.5.3 Personal relationships with any student should be reported to the Chief Executive as outlined in the Personal Relationships at work - Conflicts of Interest Policy.

49.6 Students' Union Democracy

Students under the age of 18 are able to stand for Elected Sabbatical Officer positions as incorporated charity Trustees must be over the age of 16.

49.7 Bar and Events

49.7.1 Students under 18 years old are permitted access to the Students' Union events subject to individual event licensing regulations.

49.7.2 Any person found purchasing or attempting to purchase alcohol for an under 18 year old will be subject to the Students' Union disciplinary procedures.

49.8 Students' Union Activities

49.8.1 Any Students' Union activities which are not available to students under 18 will be clearly identified in the membership information or promotional material.

49.8.2 The Chief Executive and President must be informed if any member of staff, officer or volunteer becomes aware of a student under 18 who is taking part in any Students' Union activities.

49.8.3 All activities will be risk assessed and special consideration given to students under 18.

49.8.4 Any residential trips and visits will require students to sign up with their date of birth. Parental consent will be sought and must be given in order for students under 18 to take part.

49.9 Societies

49.9.1 All society committee members will be informed of the Union Safeguarding Policy and reporting procedures.

49.9.2 Society Presidents must inform the VP Employability & Engagement or Activities Coordinator of any student under 18 who joins a society. A risk assessment will be completed with special consideration given to students under 18 and will identify any potential residential trips or visits.

49.10 Volunteering

49.10.1 Students aged under 18 are able to participate in volunteering activities.

49.10.2 All volunteering activities will be risk assessed and special consideration given to students under 18.

49.11 Advice Service

The Academic Caseworker will complete a DBS check to ensure all students and vulnerable adults are able to access the service.

49.12 Procedure For Reporting And Investigating Concerns And Allegations:

- All Students' Union staff, officers and volunteers must inform the Chief Executive if they have any cause to believe that a student under 18 or a vulnerable adult is at risk.
- Allegations which involve the Chief Executive must be reported to the President of the Students' Union who will appoint a Trustee to act as the designated safeguarding officer.
- The Chief Executive will contact the University Lead Safeguarding Officer to report the concerns at the earliest opportunity.
- The Chief Executive will contact the Local Area Designated Officer to report the concerns at the earliest opportunity.
- All concerns and allegations will be investigated by the Chief Executive and clearly documented.
- Although all efforts will be made to maintain confidentiality the welfare of the student is paramount.

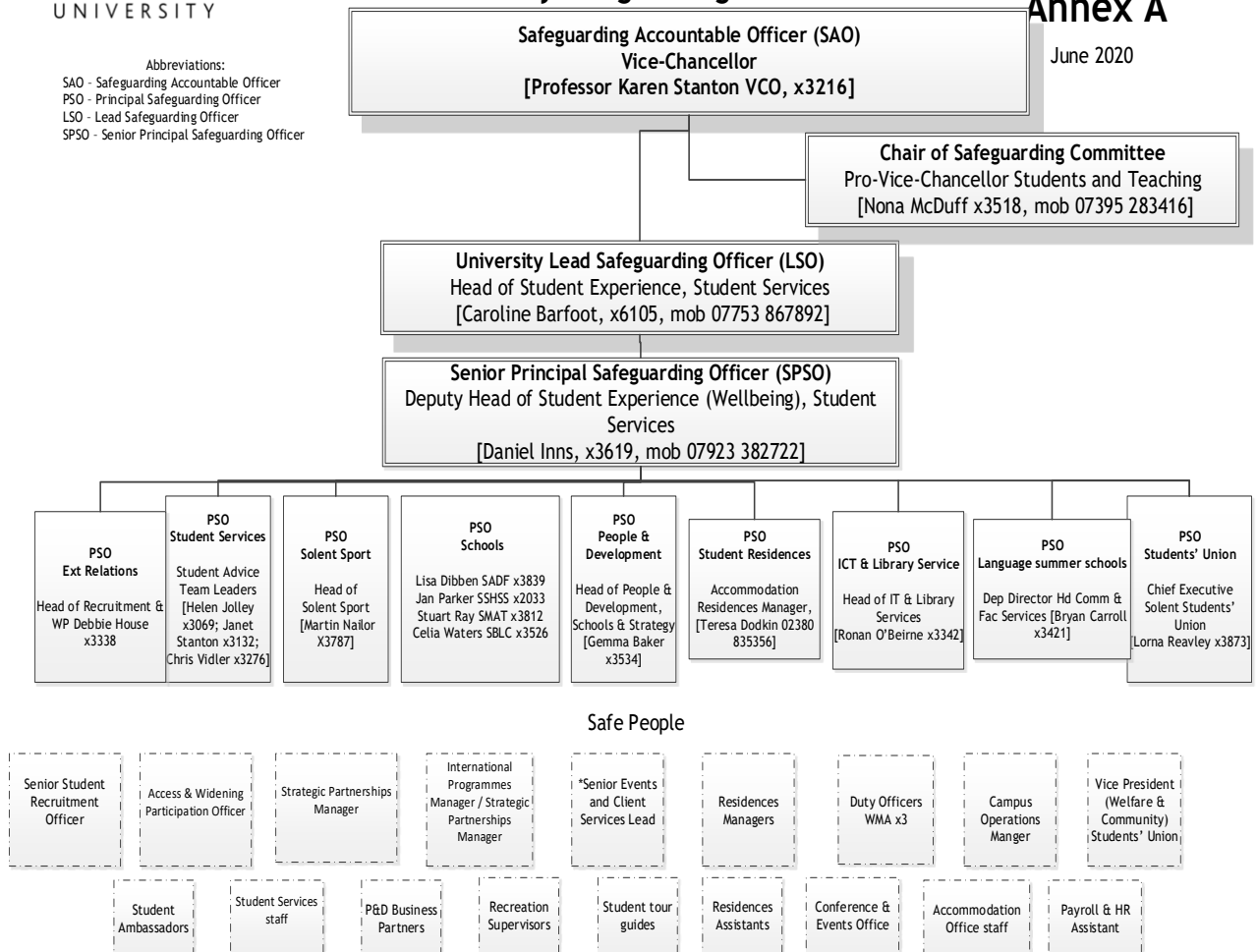
Any staff, officer or volunteers who are found to be in breach of the safeguarding policy will be subject to the Students' Union Disciplinary procedures.

Abbreviations:
SAO - Safeguarding Accountable Officer
PSO - Principal Safeguarding Officer
LSO - Lead Safeguarding Officer
SPSO - Senior Principal Safeguarding Officer

University Safeguarding Structure

Annex A

June 2020



Roles and Responsibilities:

Accountable Officer

Accountable for the University's safeguarding practice

- Ensure a staff and committee structure is in place to fulfil safeguarding responsibilities;
- Ensure safeguarding is afforded the utmost priority at senior level within the institution;
- Ensure procedures are in place for: managing safeguarding allegations against staff and students; whistleblowing and safe recruitment practices for staff and students;

Chair of the Safeguarding Committee

- Arrange and chair
- Ensure appropriate monitoring and review systems are in place to identify and incorporate new guidance and legislation and test existing systems;

- Ensure development of appropriate and compliant University-wide procedures, practice and guidance for safeguarding;
- Ensure records concerning safeguarding are stored and shared securely and appropriately;
- Ensure a network of Principle Safeguarding Officers and ‘safe people’ is in place
- Assist in creation of links with the Local Area Safeguarding Board and other relevant teams.

Lead Safeguarding Officer (LSO)

- Oversee the development of University-wide procedures, practice and guidance for safeguarding that are compliant with local and national requirements;
- Oversee a network of Principal Safeguarding Officers and ‘safe people’;
- Oversee the training of Principal Safeguarding Officers and ‘safe people’;
- Oversee the monitoring, review and testing of systems, including identifying and implementing changes in guidance and legislation;
- Assist in creation of links with Local Area Safeguarding Board and other relevant teams;
- Maintain a working knowledge of how Local Area Safeguarding Boards operate, attend meetings and contribute effectively when required to do so; □ Liaise with external agencies, as necessary.
- Keep accurate, detailed and secure written records of any concerns raised and outcomes.

Senior Principal Safeguarding Officer (SPSO)

- Deputise for the LSO as appropriate;
- Assist in the development of University-wide procedures, practice and guidance for safeguarding that are compliant with local and national requirements;
- Assist with oversight of a network of Principal Safeguarding Officers and ‘safe people’;
- Assist with the training of Principal Safeguarding Officers and ‘safe people’;
- Assist in the monitoring, review and testing of systems, including identifying and implementing changes in guidance and legislation;
- Assist in creation of links with Local Area Safeguarding Board and other relevant teams; □ Liaise with external agencies, as necessary.
- Keep accurate, detailed and secure written records of any concerns raised and outcomes.
- Act as a source of support, guidance and expertise when staff or students have a concern about possible risk or harm;
- Refer cases of suspected abuse or allegations to the SPSO/LSO;
- Liaise with the SPSO/LSO regarding ongoing investigations where necessary;
- Liaise with external agencies in the absence of the SPSO/LSO;
- Undertake refresher training when significant changes are made to policy/legislation, and as required;
- Support the delivery of staff/student awareness-raising programmes, ensuring department staff/students are aware of relevant policies and procedures and their operation;

- Keep accurate, detailed and secure written records of any concerns raised and outcomes if known