

UNIVERSITY OF NOTTINGHAM STUDENTS' UNION SAFEGUARDING POLICY

PURPOSE

This policy sets out our approach to safeguarding the welfare and wellbeing of adults at risk and children who visit UoNSU or participate in activities with us. It clarifies our ethical and legal responsibilities, and how we intend to practice our duty of care to protect them from harm.

POLICY

Context

The University of Nottingham Students' Union (UoNSU) aims to provide a safe place for children and adults at risk to visit and to participate in activities. We recognise that anyone working with children and adults at risk has an ethical and legal duty to ensure their safety and protection. We recognise our responsibility to develop awareness of safeguarding issues and are committed to practice which reflects the Students' Union's duty of care and protects children and adults at risk from harm.

Scope

This guidance applies to all UoNSU employees, students, volunteers and anyone else representing the UoNSU.

The guidance applies to any activity organised and/or delivered by the UoNSU or affiliated student groups.

For the purposes of this policy:

- 'Children' are people (including students) up to the age of 18 years.
- 'Adults at risk' are those people over 18 years of age who have needs for care and support or are experiencing, or are at risk of, abuse or neglect, and as a result of those needs are unable to protect himself or herself against the abuse or neglect or risk of it.

Principles

The policy is based on the following guiding principles:

- All children and adults at risk should be treated with dignity and respect.
- The welfare of children and adults at risk is paramount.
- All children and adults at risk should be safeguarded from harm.
- It is everyone's responsibility to report concerns about the safety of children and adults at risk, following the procedures laid out in this document.
- Alleged cases of misconduct or abuse will be taken seriously and responded to appropriately.

In order to safeguard those children or adults at risk with whom we have contact, the UoNSU will:

- Adopt child and adult at risk safeguarding guidelines for staff, students, volunteers and others representing the organisation (Appendix 1).

- Share concerns about the welfare of any child or adult at risk with the relevant agencies, involving parents and children appropriately.
- Develop and implement appropriate procedures for managing and responding to accidents, incidents, and alleged or suspected harm.

Implementation

Full copies of this document will be available with relevant appendices to all staff, students, volunteers and others representing the organisation. The guidance will be included with other UoNSU policies and procedures in induction and on the UoNSU webpage. Relevant staff, students and volunteers will complete a training programme to support them.

Issues arising from the operation of this policy should be directed in the first instance to the Lead Safeguarding Officer.

All line managers are responsible for monitoring that relevant staff members in their department are aware of and follow the policy and related procedures.

The Safeguarding policy will be reviewed every three years or as significant legislative change requires. Procedures and guidelines will be reviewed annually by the UoNSU safeguarding team and/or in response to changes to the policy.

Non Compliance with the Safeguarding Policy and Safeguarding Guidance/Procedures

Failure to follow this policy or related procedures may lead to disciplinary action.

If you are concerned that a another member of staff, student or volunteer is not following this policy or related procedures you should contact your line manager, group co-ordinator or an UoNSU safeguarding officer.

Procedures

1. Recruitment and Selection

Where staff or volunteer roles are identified as having regular access to, or will regularly work with or be in unsupervised contact with children or adults at risk appropriate measures will be followed as defined in the UoNSU Recruitment and Selection Policy.

2. Training

Staff:

- Safeguarding Officers will receive a full day Safeguarding Awareness Course, this should be refreshed every 2 years.
- Staff who have regular contact with children or adults at risk will receive training on this safeguarding policy and on best practice for working with these groups.
- All staff, as part of the induction process, will receive basic training on this safeguarding policy, how to identify issues and what to do if they have a concern.
- It is recommended that staff attend a refresher training session every 2 years.

Students:

- All student groups through the Student Leader Training will receive training on the safeguarding policy and best practice guidelines for working with children or adults at risk
- Where student groups are working with children or adults at risk on a regular basis additional training can be sourced, please speak to a member of the Safeguarding team to explore this.

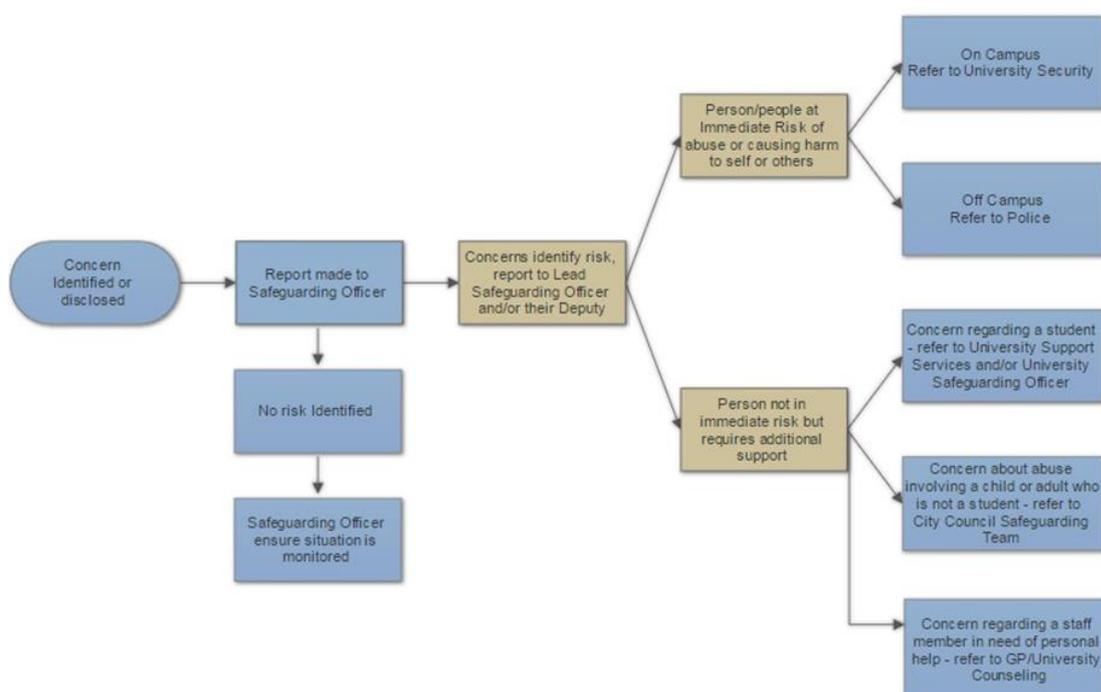
3. In the case of suspected or alleged abuse of children or adults at risk, or non-compliance with the guidance

It is possible that staff and students working with children or adults at risk may suspect that abuse is taking place, have concerns about the welfare of an individual or may receive a disclosure of abuse from a child or vulnerable adult (for definitions of abuse see appendix 2).

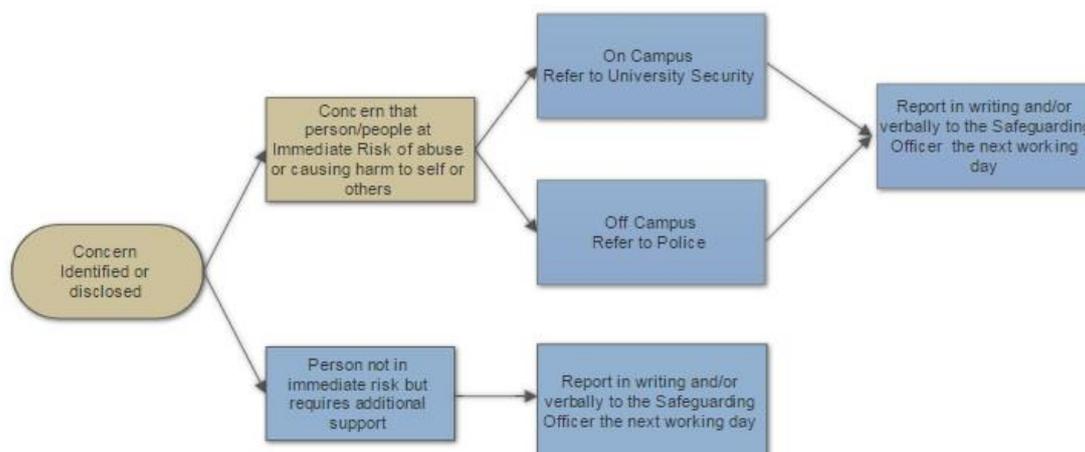
In these circumstances it is important that the following procedures are followed:

- Never agree to keep information relating to abuse or potential abuse confidential.
- Make notes of what they have told you or your observations as close as possible to the incident occurring. Keep this information confidentially in line with the Data Protection Act (1998).
- Complete the Children and Adult at Risk Safeguarding Incident Form (Appendix 4) within 24 hours.
- As soon as possible, share the information with a UoNSU Safeguarding Officer. The Safeguarding Officers (see Appendix 3 for roles and responsibilities).
- In an emergency where you believe a child or vulnerable adult is in immediate danger you should contact the Police via University of Nottingham Security.

The following diagram outlines the procedures that will be followed in any of these circumstances during working hours:



Where a staff member or student group is operating outside of working hours the following diagram outlines the procedures that will be followed in these circumstances:



Allegations about Staff Members/Volunteers

If an allegation is made against a member of staff or student volunteer involved in an activity organised by a UoNSU group, the following procedure should be followed:

- If there is a concern that a child/vulnerable adult is at immediate risk of harm, appropriate action should be taken as outlined above in section 3 .
- The person about whom the allegation has been made should be asked to stop involvement in the activity.
- A member of the safeguarding team will conduct an investigation into the incident and report to the Lead Safeguarding Officer.
- Where the results of the investigation reveal misconduct, the following will occur:
 - Staff Member – addressed through UoNSU Disciplinary Policy
 - Student Volunteer – taken through appropriate Student Disciplinary Procedures
- Where no misconduct has been identified, the person will be able to resume involvement in activity.

Students Under the age of 18

There are occasions when the University admits students who are under the age of 18 years (see Appendix UoN Policy for Students under the Age of 18 Years), these students are entitled to be members of student groups/clubs, but they are unable to hold positions within the group and should not be at events/activities that involve alcohol.

Events and activities involving children and/or adults at risk organised or delivered by UoNSU staff or Student Groups

Any member of staff or student group who works with children or adults at risk on a regular basis must:

- Have read the "Safe Practice Guidelines for Activities with Children and Adults at risk (Appendix 1).
- Have understood the basic information on safeguarding which will be provided in training.
- Have followed the appropriate event approval procedure for their activity.
- Have detailed how they will put the safe practice guidelines into action in their activity.

Working with Partner Organisations

Where a staff member or student group is working with a partner organisation, such as a school or community group, in delivering a project or activity, there should be a written agreement which details out who is responsible for safeguarding issues and how concerns are raised.

Policy reviewed and updated - 4 December 2019

Policy review due date – June 2020

Appendix 1

Guidelines for Staff/Student Groups who Work with Children, Young People or Adults at risk

These guidelines are aimed to support a 'good sense' approach when relating with children, young people, and adults at risk within Students' Union activities. Volunteering your time to benefit community members/others can be a valuable and rewarding experience, so it is worth taking time to consider how you will ensure you create and maintain a safe & caring environment.

The general guidelines below will not cover every possible situation within the wide range of activities undertaken as part of Students' Union activity. Remember your actions should always be in the best interest of the child, young person, or adult at risk (C/YP/AaR).

Do

- Avoid one-to-one situations; if you are alone then where possible you should be clearly observed.
- Challenge activities that are abusive i.e. bullying, sexism, racism and homophobia
- Ensure safeguarding i.e. *creating and maintaining a safe & caring environment, respecting the dignity of other's* is considered within your risk assessments for events/activities.
- Where an activity takes place in partnership with another organisation be familiar with their safeguarding procedures, and ensure they are aware you will follow the Student's Union's. Where you are delivering an activity for another organisation you need to follow their safeguarding procedures.
- Use the questions overleaf to explore as a group what you might need to consider, to keep yourself and others safe.
- Treat all children or adults at risk with respect and fairness, regardless of gender, race, colour, nationality, ethnic or national origin, age, socio-economic background, disability, religious or political beliefs, trade union membership, family circumstance, sexual orientation or other irrelevant distinction.
- Remember that representatives of the UoNSU serve as role models and must act in a responsible manner.

Don't

- Arrange to meet or have contact outside of SU activity with C/YP/AaR, including via the internet/social media or sharing personal contact details.
- Forget that physical and verbal contact can be misinterpreted. If a C/YP/AaR is distressed or emotional DO take into account that any physical touch should be appropriate & initiated by the C/YP/AaR.
- Promise to keep secrets, DO consider confidentiality.
- Leave a group of young or at risk people unsupervised
- Take photographs or videos of children/young people unless you have parental consent

There may be times when you are worried about a C/YP/AaR or they make tell you something which makes you concerned for theirs/others safety. The SU policy provides further information on how to deal with this, the flow chart details actions to be taken. Where there is imminent danger or an emergency; if you are on campus contact Security 8888, if you are in a community setting contact the police 999. Always report any concerns, unacceptable behaviour, allegations or suspicion of abuse to an SU Safeguarding Officer and the lead person for the activity.

Safeguarding Action Plan

Staff/student completing this form _____ Date _____
 SU Department/Student Group Name _____

Name and brief details of Activity/event (including date/time)

Participants will include (please indicate how many you anticipate will attend)
 Children/Young People _____ Adults at Risk _____

Who is the Lead person for this activity?

Who holds supervision responsibility for children/young people? (Name, role and contact details)

What and when are the key possible situations of concern for our group/event/activities? (For example, volunteers dealing with lost children at a community event).

What actions will we take in these situations?

Who could we talk to if we don't know what action to take?

How will we ensure that all our members are aware of these guidelines and action plan?

Student Groups - This form should be submitted through the events process for one off events/activities and a copy held by the lead person for the activity. For regular activities undertaken within your group please complete relevant sections within the Risk Assessment submitted to the UoNSU Health & Safety Team.

Appendix 2 Definitions of abuse

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 in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

It is not the responsibility of UoNSU staff, students or volunteers to decide whether or not abuse has taken place. It is the responsibility however to act if there is cause for concern, in order that the appropriate agencies can investigate and take any action necessary to protect a child or adult at risk.

In other words, UoNSU staff, students or volunteers do not investigate. You do, however, need to make the judgement "if this incident or situation were true, is this cause for concern"? You do not make the judgement as to whether the allegation is true or not.

Abuse can happen anywhere - in a residential or nursing home, a hospital, in the workplace, at a day centre or educational establishment, in supported housing or in the street.

Staff, student ambassadors and volunteers should seek advice on and/or report any suspected or alleged abuse, even if it appears insignificant. There may be other undisclosed aspects of abuse which, when considered together, may add up to a more serious concern.

Definitions of abuse for children

It is generally accepted that there are four main forms of abuse. The following definitions are based on those from Working Together to Safeguard Children (HM Government 2013).

These categories of abuse are those generally used by Children's Social Care Departments, the NSPCC and the Police:

- physical
- sexual
- neglect
- emotional

Physical

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

Sexual

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

encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Definitions of abuse for adults

Abuse is mistreatment by any other person or persons that violates a person's human and civil rights. The abuse can vary from treating someone with disrespect in a way which significantly affects the person's quality of life, to causing actual physical suffering.

Forms of abuse include (as defined in the Care Act 2014):

Physical abuse including hitting, slapping, and pushing, kicking, misuse of medication, restraint, or inappropriate sanctions

Domestic Violence including psychological, physical, sexual, financial, emotional abuse and honour based violence

Sexual abuse including rape and sexual assault or sexual acts to which the adult at risk has not consented, or is incapable of giving informed consent or was pressured into consenting. This may

involve contact or non-contact abuse (e.g. touch, masturbation, being photographed, teasing, and inappropriate touching)

Psychological abuse including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks

Financial or material abuse including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits

Modern Slavery encompasses slavery, human trafficking; forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

Discriminatory abuse including racist, sexist, that based on a person's disability, culture and other forms of harassment, slurs or similar treatment

Organisational abuse (previously known as institutional abuse) Neglect and poor professional practice in care settings also need to be taken into account. It may take the form of isolated incidents of poor practice at one end of the spectrum, through to pervasive ill treatment or gross misconduct at the other

Neglect and acts of omission including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, and the withholding of the necessities of life, such as medication, adequate nutrition and heating

Self- neglect this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding

Any of these forms of abuse can be either deliberate or be the result of ignorance, or lack of training, knowledge or understanding. Often if a person is being abused in one way they are also being abused in other ways.

Appendix 3

Guidance on responsibilities in relation to the Safeguarding of Children and Adults at Risk

Lead Safeguarding Officer

The Lead Safeguarding Officer for UoNSU will be the named person who will deal with all issues in relation to safeguarding.

This person will be responsible for:

- Ensuring that the policy is implemented across all aspects of Union activity
- Ensuring that staff and student groups are aware of best practice in their activities and where to go if they have a concern
- Ensure that concerns about a child or vulnerable adult are dealt with appropriately and referred to the relevant statutory agency or support service
- Liaising with statutory agencies

Safeguarding Officers

Safeguarding Officers will be named people within the Student's Union who will ensure that the policy is being implemented and will be the first point of call for dealing with concerns from staff or student groups. A student or member of staff who has concerns can go directly to any of the safeguarding officers to report their concerns.

Safeguarding officers will:

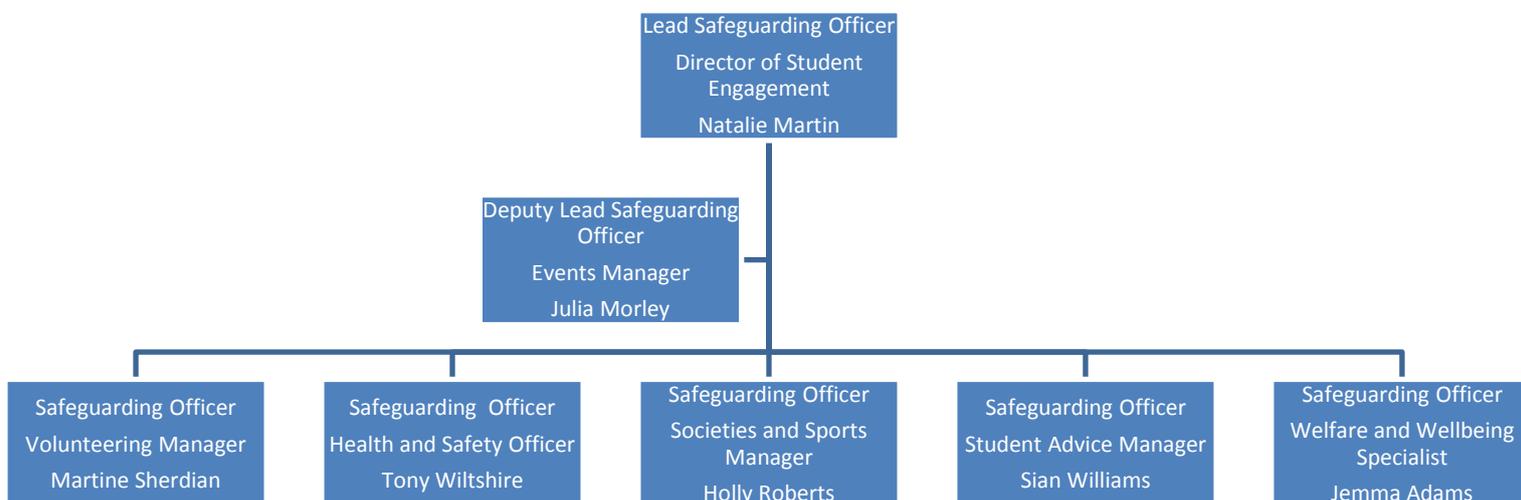
- Work with staff and student groups to develop appropriate plans for activities involving children and adults at risk.
- Be the first point of contact for staff or student groups who have a concern about a child or vulnerable adult.

Line Managers

Line Managers will:

- Ensure that all staff in their area are made aware of the Children and Adults at Risk Policy and guidance
- Where relevant arrange appropriate training for staff

The chart below identifies the Safeguarding Team.



Appendix 6

Safeguarding Policy Supporting Information

These guidelines are aimed to support staff and students following the UoNSU Safeguarding Policy & procedures.

Compliance – Student Groups

Within the Annual Handover for student group committees all groups who work with Children, Young People and Vulnerable Adults must disclose this on their Risk Assessments. This will then trigger the H&S team to ensure the Safeguarding Action Plan is completed. Where student groups are connected to an external organisation or charity and work within guidelines from them, these can be submitted in place of the UoNSU Safeguarding Action Plan.

Safeguarding Team - Officers Contact Details

Name and Designation	Telephone	Email
Natalie Martin – Director of Student Engagement LEAD SAFEGUARDING OFFICER	0798 401 7380	Natalie.martin@nottingham.ac.uk
Martine Sheridan - <i>Volunteering Manager</i>	84 68752	Martine.sheridan@nottingham.ac.uk
Holly Roberts - <i>Societies and Sports Manager</i>	84 68679	Holly.roberts@nottingham.ac.uk
Sian Williams - <i>Student Advice Manager</i>	84 68730 (84714)	Sian.williams@nottingham.ac.uk
Tony Wiltshire - <i>Health and Safety Officer</i>	84 68790	Tony.wiltshire@nottingham.ac.uk
Julia Morley - <i>Events Manager</i> DEPUTY LEAD SAFEGUARDING OFFICER	84 68794	Julia.morley@nottingham.ac.uk
Jemma Adams – Welfare and Wellbeing Specialist	84 68715	jemma.adams@nottingham.ac.uk

Reporting Concerns

When reporting concerns to a Safeguarding Officer this can be done via telephone, email or verbally initially. The safeguarding officer will make records to support ensuring the concerns raised are followed up.

Following the initial reporting of concerns a written report to Safeguarding Officers needs to be completed on the Children and Adults at Risk Incident form. This will be updated with any outcomes, including where no further action is taken by the safeguarding officer. If you complete this form electronically once you have submitted it to the safeguarding team please ensure the document is deleted from your files. All safeguarding reports will be stored in the Safeguarding folder on the SU shared drive, only the Lead and Deputy Safeguarding Officers will have access to this folder.

Dealing with Disclosures

- **Receive**

Listen. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children/adults rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children/adults may retract what they have said if they meet with revulsion or disbelief.

Accept what the child/adult says. Be careful not to burden them with guilt by asking 'Why didn't you tell me before?'

- **Reassure**

Stay calm and reassure that they have done the right thing in talking to you. It's essential to be honest, so don't make promises you may not be able to keep, like 'I'll stay with you' or 'Everything will be all right now.'

- **React**

React to the child/adult only as far as is necessary for you to establish whether or not you need to refer this matter; but do not 'interrogate' them for full details.

Do not ask 'leading' questions such as: 'What did he do next?' (This assumes that he did!) or 'Did he touch your private parts?' Such questions may invalidate your evidence (and the child's/adult's) in any later prosecution in court. Instead ask open questions like 'Anything else to tell me?', 'Yes?' or 'And...?'

Explain what you have to do next and to whom you have to talk.

- **Record**

Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.

Do not destroy your original notes in case they are required by a court.

Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child/adult. Record the actual words used, rather than translating them into 'proper' words.

Draw a diagram to indicate the position of any bruising/marks.

Be objective in your recording: include statements and observable things, rather than your interpretations or assumptions.

Children/Young People Participating in Student Group Activities/Events

If student groups are inviting children or young people onto campus to participate in an activity or event it needs to be clear who holds responsibility for them prior to agreeing the event/activity can take place.

If students/staff wish to take photos or videos of children/young people then they **must** ensure they have signed parental consent prior to the activity/event. For more information on risk factors and appropriate measures put into place please visit

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/photography-sharing-images-guidance/>

Considerations include:

Leaders/Teachers

If responsibility lies with leaders/teachers, ensure you are aware of requirements set out by their institutions for trips, this includes staff ratios for supervision of children, adequate insurance cover, policy and procedure for storing and giving a child medicine, parental consent

Make sure they have adequate supervision, most institutions will have ratios set out for their organisation, and they should be something similar to below.

0-2 years	=	1 adult to 3 children
2-3 years	=	1 adult to 4 children
3-7 years	=	1 adult to 8 children
7 years +	=	2 adults (preferably one of each gender) for up to 20 children/young people and one additional staff member for every additional 10 children/young people thereafter.

Make sure the group have communicated to the leader/teacher what to do in the case of an accident or lost child.

Parents/carers

Clear communication to the parents/carers should include:

- Reinforcing that the parent/carer hold full responsibility for their child/ren whilst participating in the activity/event.
- Ensuring parents/carers are advised they should not leave their child/ren unsupervised at any time.
- Make sure the group have communicated to the parent/carer what to do in the case of an accident or lost child.
- Events/activities open to children/young people should not involve the consumption or sales of alcohol.