

# University of the Highlands and Islands: Safeguarding Procedures

## 1 Introduction

### 1.1 Purpose

This document provides staff with information about safeguarding and duty of care in the University of the Highlands and Islands and all Academic Partners. It should be read in conjunction with Shetland UHI's Safeguarding Policy.

Definitions, context and guidance are provided in order that staff can fulfil their responsibilities and work with their local Safeguarding Lead. Guidance is provided about how to report concerns and disclosures. Additional training will be provided to staff to support these procedures.

The University of the Highlands and Islands and Academic Partners operate a system of named Safeguarding Leads, with one in each institution. An up-to-date list of Safeguarding Leads and local Safeguarding Deputies can be found online here [Support to keep you safe - Safeguarding \(uhi.ac.uk\)](https://www.uhi.ac.uk/support-to-keep-you-safe-safeguarding).

The Safeguarding Leads and other key staff make up the Safeguarding Group. The Group meets twice a year normally, or more regularly when the Safeguarding Policy and/or Procedures require to be updated.

These procedures outline proportionate and appropriate responses if staff have any concerns about care, welfare and the safety of a student. If staff have any doubts at all as to whether or not it is a safeguarding issue, they should discuss with their designated Safeguarding Lead.

### 1.2 Definitions

**1.2.1 Safeguarding** is carrying out our 'Duty of Care' responsibilities as an Academic Partner, in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.

**1.2.2 Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

**1.2.3 Legal obligations:** We recognise and comply with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

**1.2.4 Individual and Corporate Responsibility:** Every member of staff has an individual responsibility to ensure the safety and protection of all students and visitors to Shetland UHI, including children and adults at risk of harm. The requirement is for staff to respond proactively and protectively to alleged or actual harm. This is not optional.

Safeguarding involves ensuring the welfare and safety of children and adults at risk, as well as our general duty of care towards students and staff, therefore the procedure applies to all students. Contractors, volunteers and other people working for or with Shetland UHI will also be required to operate within the ethos and parameters of the procedure.

Shetland UHI relies on members of staff fulfilling their individual responsibility in order to fulfil its corporate responsibility. Shetland UHI will ensure appropriate systems are in place to facilitate confidential reporting, disclosure and addressing of safeguarding concerns by staff. Senior staff are open to feedback in order to improve the process.

## **2 Role Description for Safeguarding Lead**

### **2.1 Overview**

The University and Academic Partners each have a named Safeguarding Lead. The Safeguarding Lead has ultimate responsibility for when to refer out to Police Scotland and other agencies. The Safeguarding Lead is responsible for providing general updates to senior members of staff about safeguarding in their institution and will inform a senior member of staff about referrals out before (or as soon as practical after) they occur. Safeguarding Leads should note that informing senior members of staff is not a prerequisite of referring out and should not delay an urgent referral.

In some institutions, the Safeguarding Lead may be supported by one or more Safeguarding Deputies. The specific duties of the Safeguarding Lead are set out below, although they may delegate some of these duties to Safeguarding Deputies. In this case, Safeguarding Deputies will have to be provided with an appropriate role description detailing their duties and responsibilities.

Staff should not undertake the duties of the Safeguarding Lead but should instead engage with their Safeguarding Lead for advice or if they have concerns.

### **2.2 Safeguarding Lead Responsibilities**

#### **2.2.1 General Responsibilities**

- Be the first point of contact for safeguarding concerns and advice, including Gender Based Violence
- Participate in University of the Highlands and Islands Safeguarding Group
- Work with local Safeguarding Officers/Deputies/Contacts, who may be the first point of contact if the Safeguarding Lead is not available
- Be safeguarding champions, keeping the profile of safeguarding high and raising awareness to staff on related themes e.g. hate crime, e-safety, Gender Based Violence
- Provide/facilitate training for all new staff and update existing staff on confidentiality, roles, responsibilities and procedures to be followed in any causes for concern.
- Attend training as needed.
- Coordinating necessary risk assessments
- Main point of contact for contractor safeguarding protocols
- Keep secure records of all safeguarding issues, risk plans, concerns raised - as part of wider University of the Highlands and Islands approaches and for planning and training purposes as we move forward

#### **2.2.2 Managing Concerns**

- Collate information regarding any concerns raised.
- Liaise with Senior Management Team about procedures to follow in concerns raised.
- Coordinate investigation and make decisions about which incidents should be reported to external partners or internally investigated.
- Ensure correct documentation is accurately completed and stored correctly.

- Creation and maintenance of risk plans to follow for students who may have placement experience impacted on by outcome of PVG
- Liaise with colleagues regarding any potential disciplinary procedures arising

### **2.2.3 External Partner Working and Managing Known Risks**

- Work with external agencies as necessary, i.e. third sector, social work teams, Police Scotland - including Offender Management Units and Multi Agency Public Protection Arrangements (MAPPA), liaise with/be part of Child Protection & Adult Protection Committees locally
- Make decisions on offer / acceptance / continuing enrolment of prospective or current students with a known risk - this can be a collective decision within a small local team or wider Safeguarding Group team if requested/required.
- Draft Risk Plans for prospective or current students with a known risk, where the student has accepted an offer / is continuing study.
- Meet all students with a risk plan in place to monitor the effectiveness of the conditions and discuss any issues, support student etc. (meet formally once per semester - more often if appropriate)
- Act and guide staff on students with a known risk (and a college risk plan) regarding any course or mandatory placements.

## **3 Reporting and Escalation**

### **3.1 Overview**

3.1.1 If a student who is a child or vulnerable adult makes a disclosure you **must** report it. If you have concerns about a student, you should report it using the Safeguarding Reporting Form. If staff have any doubts at all as to whether or not to report an issue, they should discuss it with the Safeguarding Lead.

3.1.2 In general, as a member of staff you should not:

- Make promises you cannot keep.
- Make the person repeat the story unnecessarily
- Delay
- Panic
- Investigate the matter

3.1.3 Should you have cause to report a concern or a disclosure, you should use the Safeguarding Reporting Form. It is important to fill the form out in as much detail as possible, but only fill out the relevant sections.

3.1.4 If you have a concern you wish to discuss with the Safeguarding Lead, you can do so face-to-face. A Safeguarding Reporting Form can be filled out after the discussion.

3.1.5 All staff members must fill out Section A of the form. Remember to maintain strict confidentiality and store the form and any information relating to it securely.

### **3.2 Recognising and reporting a concern for or about a student**

3.2.1 If you have concerns for or about a student, you should complete Section B.

3.2.2 Through day-to-day contact with students, staff in are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms could be due to a wide variety of causes

including mental ill-health, bereavement, changes in family circumstances, drug, alcohol or solvent misuse and relationship problems. Sometimes, however, they could be due to harm.

- Concerns regarding the protection of children or adults at risk may arise because:
  - A child or adult at risk discloses that they are being harmed.
  - There are suspicions or indicators that a child or adult at risk could be being harmed.
  - There are observable changes in the behaviour of a child or adult at risk that could relate to harm.
  - The behaviour of a member of staff towards a child or adult at risk causes concern or there is a suspicion that a staff member or volunteer is harming a child or adult at risk.
- **Possible** signs of harm include:
  - Bruises and injuries with which the explanation given seems inconsistent.
  - Possible indicators of neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
  - Possible indicators of emotional harm, such as excessive dependence; attention seeking; self-harming.
  - Possible indicators of sexual harm – physical signs such as bruises, scratches or bite marks; or behavioural signs such as precocity, withdrawal or inappropriate sexual behaviour.
- Other **possible** signs are:
  - Withdrawn behaviour.
  - Agitated or anxious behaviour.
  - A student being isolated by other students or isolating themselves from fellow students.
  - Nervousness when approached.
  - Inappropriate or improper dress.
  - Appearing unkempt or unwashed.
  - Being overly anxious to please.
  - Signs of discomfort or pain.
  - Frequent absences for admission to hospital.
  - Atypical incidence of absence from scheduled teaching events.
  - Uncharacteristic changes in the child or adult at risk's behaviour, attitude and commitment e.g. becoming quiet and withdrawn, or displaying sudden outbursts of temper.
  - Inappropriate sexual awareness or behaviour.
  - Fear of particular adults or students – especially those with whom a close relationship would normally be expected.
  - Children or adults at risk being reluctant to go home.

3.2.3 It is important to note there are often very powerful and persuasive reasons for a victim not to report harm:

- Emotional/psychological factors, and threats made by perpetrators.
- The perpetrator may be powerful, very significant and close to the individual such as a family member or carer.

- The experience of harm may show in changes in behaviour or in the person's appearance as described above.
- 3.2.4 Changes to behaviour which is atypical of the person is the key. Behaviour which is noted as a significant change in their usual presentation and functioning as an individual should be a cause for concern and further investigation.
- 3.2.5 You should also use this section if you have concerns about a student that could lead to them harming themselves or others.
- 3.2.6 When you have completed Section B, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.
- 3.2.7 The police or other third parties may want to speak to you about the concern you have reported. This is normal and you should not be worried if the Safeguarding Lead lets you know someone wishes to talk to you.

### **3.3 Recognising and reporting a disclosure from a student**

- 3.3.1 If a student has made a disclosure to you, you should complete Section C.
- 3.3.2 If a child or adult at risk tells you they are being harmed, as a member of staff you should:
- Be honest and transparent with the person making the disclosure in relation to your professional responsibilities. Make it clear that you will **have** to share information with appropriate others.
  - Allow the person to speak without interruption.
  - Listen to what the person says and show that you take them seriously.
  - Stay calm – do not rush into inappropriate action.
  - Reassure the person – confirm that you know it must be difficult to confide.
  - Ensure that you clearly understand what has been said so that you can refer the matter to the Safeguarding Lead.
  - Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes or no response is required. Make sure that you do not use leading questions or suggest words.
  - Record information in the relevant documentation.
  - Consult with the Safeguarding Lead ensuring that you communicate all the information accurately.
- 3.3.3 When you have completed Section C, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.
- 3.3.4 The police or other third parties may want to speak to you about the disclosure you have reported. This is normal and you should not be worried if the Safeguarding Lead lets you know someone wishes to talk to you.

### **3.4 Recognising and reporting concerns about someone responsible for students**

- 3.4.1 If you have concerns about someone responsible for students (e.g. a member of staff or volunteer), you should complete Section D.
- 3.4.2 The types of issue that may lead you to making a report could include:
- Hearing someone use inappropriate or suggestive language around students.
  - Seeing someone behaving towards students in a way that transgresses professional boundaries.

- Someone telling you something about someone responsible for students that makes you suspicious.

3.4.3 When you have completed Section D, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.

3.4.4 If the report concerns a member of staff Human Resources will be involved at an appropriate point.

### **3.5 What happens next?**

3.5.1 When you pass the form to the Safeguarding Lead they will complete Section E. They may contact you with follow-up questions related to the information on the Reporting Form.

3.5.2 The Safeguarding Lead will liaise with you about the issue as and when they can. Some issues may require confidential and extensive discussions with external organisations in order to protect the person who has been harmed.

## **4 Other Safeguarding and Duty of Care Areas**

### **4.1 Adult students who disclose childhood abuse**

4.4.1 Staff in any organisation who work in a supportive capacity with adults may experience disclosures. In an educational setting this would be from our adult students who, perhaps for the first time, feel able to talk about harm they suffered as children. This will be a significant step for the person making the disclosure. These incidents are unlikely to represent a current safeguarding concern, but similar principles apply:

- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said
- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes/no response is required. Make sure that you do not use leading questions or suggest words.

4.4.2 The adult may wish to make contact with police about the disclosure. Should this be the case, staff may provide support to the student to help them make contact with the police.

### **4.2 Adults who disclose ongoing abuse or harm**

4.2.1 Staff may experience disclosures from adults who are experiencing ongoing abuse or harm. Staff should provide support to the student using the following principles:

- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said
- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes/no response is required. Make sure that you do not use leading questions or suggest words.

4.2.2 Staff should signpost to relevant external organisations and provide support to the student to access support if necessary. The student may wish to make contact with police about the disclosure. Should this be the case, staff may provide support to the student to help them make contact with the police.

4.2.3 If the disclosure is in relation to gender based violence, staff should refer to the Gender Based Violence Guidance and support the student accordingly.

### **4.3 Criminal convictions disclosures**

Students are not normally required to disclose criminal convictions when making their application to the college or university. However, information may come to light about an individual's criminal convictions that could lead to a risk assessment being carried out by staff to ensure the safety of other students and staff. Dependent on the result of the risk assessment, an offer of place on the course may be rescinded if the risk cannot be managed.

### **4.4 School Students attending Shetland UHI**

4.4.1 If a school pupil discloses an issue that that has taken place within Shetland UHI, the Safeguarding Lead will investigate the issue, keeping the school's Child Protection Officer up-to-date and informed.

4.4.2 If a school pupil discloses an issue that that has taken place outwith Shetland UHI the Safeguarding Lead will liaise with the school's Child Protection Officer in order to facilitate an investigation by the school. The Safeguarding Lead will have no further involvement unless their help is requested by the school's Child Protection Officer.

4.4.3 If a school pupil due to attend Shetland UHI presents a risk to staff or students, the school should notify Shetland UHI so if necessary a risk assessment can be carried out and a decision can be made regarding whether the student should be offered a place on the course.

4.4.4 Where teaching staff are required to record the attendance of school pupils who are attending classes, any absenteeism will be reported to the relevant school in order that they can take appropriate action in the interests of safeguarding.

### **4.5 Nurseries on Shetland UHI Premises**

Nurseries and childcare facilities on premises have local procedures that should be consulted and followed in liaison with nursery staff.

### **4.6 Prevent and CONTEST**

4.6.1 The Prevent strategy is part of the wider counter-terrorism strategy known as CONTEST, it aims to safeguard people from becoming radicalised or supporting terrorism. Prevent addresses all forms of terrorism and includes the radicalisation of others and associated grooming behaviours.

4.6.2 An integral part of Prevent's success is involving people who already have the skill and support to allow them to recognise when someone may be becoming involved in or supporting terrorism, and can help make a decision not to carry on that path, before any crime is committed.

4.6.3 Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda.

4.6.4 Changes to look out for fall into three categories – Emotional, Verbal or Physical/Circumstantial.

<b>Emotional changes:</b>	<b>Verbal Changes:</b>	<b>Physical/Circumstantial</b>
<ul style="list-style-type: none"> <li>• Short tempered</li> <li>• Angry</li> <li>• New found arrogance</li> <li>• Withdrawn</li> <li>• Depressed</li> <li>• Crying</li> </ul>	<ul style="list-style-type: none"> <li>• Fixated on a subject</li> <li>• Closed to new ideas/conversations</li> <li>• Change in language/use of words</li> <li>• Asking inappropriate questions</li> <li>• “Scripted” speech</li> <li>• Saying inappropriate things – a call to action</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme right wing tattoos</li> <li>• Use of internet</li> <li>• Change of routine</li> <li>• New circle of friends</li> <li>• Absent</li> <li>• Letting themselves go (in terms of appearance)</li> </ul>

## 5 Related Documents

Including but not limited to:

Gender Based Violence Guidance

Safeguarding Policy

Child Protection Procedures

Corporate Parenting Plan