

Document Administration

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Reason for development	This policy sets out the procedures to be followed for ensuring the safeguarding of children and at-risk adults at Bishop Grosseteste University and assigns responsibility for carrying out relevant tasks.
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Alternative Format	If you require this document in an alternative format, please contact regulatorycompliance@bishopg.ac.uk

Version Control Table

Version Number	Date Authorised	Summary of key changes
1.0	March 2021	New Policy to be approved by University Council
2.0	March 2022	Updated terminology and language
3.0	October 2022	Updated terminology, nomenclature and language and inclusion of section on spiritual and religious abuse
4.0	June 2023	Updated terminology
5.0	May 2024	Updated terminology, format, roles and nomenclature
6.0	July 2025	Updated terminology, roles and nomenclature. Inclusion of clarification of 'vulnerable adult' and the definitions between a safeguarding and wellbeing intervention

Safeguarding Children and At-Risk Adults Policy

1. Introduction

- 1.1. Bishop Grosseteste University (“BGU” or the “University”) is committed, within its powers as a university, to maintaining the highest standards to protect and safeguard the wellbeing and safety of children and at-risk adults involved in any University-led activities, whether they are conducted in person or online.

This Policy applies to all staff, students and volunteers engaging in University-led activities, whether on the University campus or elsewhere. This policy covers interaction with children and at-risk adults who are:

- i. current students,
- ii. work-based learners,
- iii. prospective students
- iv. or who are otherwise participating in University-related activities including the core activities of teaching and research, or for example are taking part in University-led sports, holiday schemes, volunteering projects, outreach and widening participation.

This policy also includes activities related to programmes of study validated by the University and delivered in partnership by external providers.

- 1.2. The purpose of this Policy and the associated documents (see 1.3 below) is to set out the University’s responsibilities and the procedures it will follow where there is concern for a child or an at-risk adult’s welfare, including where an allegation is made about a university member.

- 1.3. The associated University Codes of Practice / policies include:

- Code of Practice for Support of Study;
- Guidelines for responding to students expressing suicidal thoughts or intent;
- Prevent Statutory Duty Policy;
- Policy in Respect of the Admission and Welfare of Students who are under the Age of 18 at entry;
- Nepotism and Personal Relationships Policy;
- Student Disciplinary Procedure;
- Prevention of Bullying, Harassment and Sexual Misconduct Policy.

- 1.4. The University is required under the Counterterrorism and Security Act 2015 to have “due regard to the need to prevent the risk of people becoming terrorists or supporting terrorism”. BGU acknowledges that anyone could be susceptible to being drawn into terrorism, not only children or at-risk adults. The University’s procedures in relation to this are outlined its Prevent Statutory Duty Policy (see 1.3.3 above).

2. Definitions

- 2.1. A 'member' of the University includes any member of the staff of the University or Students' Union (i.e. with a contract of employment with the University or Bishop Grosseteste Students' Union), University Council member or University Council Committee member, any student or apprentice of the University and BGU volunteers undertaking University activities.
- 2.2. A 'child' or 'children' refers to an individual or individuals under the age of 18 years (Children Act 1989).
- 2.3. The University bases its definition of an 'at-risk adult' on that used within the Data Protection Act 2018 and defines an at-risk adult as someone over 18 years of age who (i) has needs for care and support; and (ii) is experiencing, or is at risk of, neglect, or physical, mental or emotional harm; and (iii) as a result of those needs is unable to protect themselves against neglect or harm, or the risk of it.
- 2.4. The Designated Safeguarding Lead (DSL) is the Head of Student Success this person has oversight of all safeguarding activity and may be used as a route for escalation in server cases. The Deputy Designated Safeguarding Lead is the Safeguarding, Contention and Projects Officer, this person is responsible for supporting the DSL and takes responsibility in the absence of the DSL. They also hold responsibility for the day-to-day management of safeguarding, including record keeping and early interventions,
- 2.5. In Regulation "vulnerable adult" means a person aged 18 or over who is receiving services of a type listed below and/or a disability of a type listed below.

The services are —

- accommodation and nursing or personal care in a care home;
- personal care or nursing or support to live independently in his own home;
- any services provided by an independent hospital, independent clinic, independent medical agency or National Health Service body;
- social care services; or
- any services provided in an establishment catering for a person with learning difficulties.

The conditions are—

- a learning or physical disability;
- a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
- a reduction in physical or mental capacity.

The disabilities are—

- a dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions;
- severe impairment in the ability to communicate with others; or
- impairment in a person's ability to protect himself from assault, abuse or neglect.
- In this regulation "care home", "independent clinic", "independent hospital", "independent medical agency" and "National Health Service body" have the same meanings as in the Care Standards Act 2000. (The police act 1997 (Enhanced criminal Record Certificates) (protection of vulnerable adults) regulations 2002).

This list is not exhaustive and should not be used as a restriction to access services.

- 2.6. A **'Safeguarding Intervention'** is an action taken by the university to address or circumvent a present or transferable risk to the health and wellbeing of the individual subject to the report or those around them.
- 2.7. **'Wellbeing Intervention'** is a term used to include a wide range of support focusing on the health and wellbeing of those within the institutional community. Where a present or transferable risk is not identified or is no longer prevalent, a wellbeing intervention (such as continued talking therapy) may be used support the individual's personal recovery or development.

3. Safeguarding Roles and Responsibilities

- 3.1. The University has a responsibility to provide a safe environment in which children and at-risk adults can live, learn and develop. We understand that safeguarding and promoting the welfare of children and at-risk adults is everyone's responsibility and we all have a role to play in protecting them in so far as we are reasonably able to do so within the context of a university environment and in relation to University-led activities.
- 3.2. The Head of Student Success is the designated 'Designated Safeguarding Lead'. They, in collaboration with the Safeguarding, Contention and Projects Officer, are responsible for overseeing all safeguarding issues relating to the University and its members. The Designated Safeguarding Lead is the lead officer for the implementation of this Policy. Enquiries relating to matters under consideration in the policy will be undertaken by trained members of staff.
- 3.3. The Designated Safeguarding Lead is advised by a Safeguarding Steering Group including the Head of Student Success, and the Safeguarding, Contention and projects Officer. The Safeguarding, Contention and Projects Officer acts as officer for the Safeguarding Steering Group.

- 3.4. If an issue under consideration by the Safeguarding Steering Group relates to staffing, the Head of HR (or nominee) will also attend alongside the Designated Safeguarding Lead. This steering group may invite any other pertinent members of staff attend, where appropriate.
- 3.5. The Designated Safeguarding Lead's role (or nominee) is to work with the Safeguarding Steering Group to:
- Ensure that this Policy is fit for purpose and sufficient to ensure the University meets its statutory obligations and complies generally with good practice and where reasonably possible, with safeguarding guidance issued by relevant statutory bodies.
 - Ensure that appropriate safeguarding training is available for members of the University who work with children and at-risk adults, whether directly in the course of their work, or indirectly, such as by being involved in the selection process of staff who do work directly with children and at-risk adults;
 - Ensure that that processes and procedures are in place for relevant recruitment checks and that these are conducted for relevant roles including, but not limited to: DBS checks where lawfully permitted, Certificates of Good Conduct, Teacher Prohibition Orders, safeguarding aspects of Fitness to Practice procedures, and that any issues arising from these checks are resolved before engagement with children or at-risk adults commences;
 - Ensure that reported safeguarding concerns are reviewed and risk assessed, specialist guidance and or advice is sought and appropriate action taken to escalate internally and/ or to the relevant external agency within statutory time frames; and
 - Prepare and submit referrals as appropriate to the Local Authority Designated Officer (LADO) and/ or any other relevant external agencies.
- 3.6. All members of the University are responsible for helping to prevent abuse and mistreatment by reporting any concerns that they may have about the welfare of children or at-risk adults. Individuals should familiarise themselves with this Policy and ensure that they are aware of their responsibilities to safeguard children and at-risk adults, whether they are acting as a paid member of University staff or supporting University-led activity in an unpaid capacity as a volunteer, undertake training where appropriate and understand how to report any concerns. Annex 1 sets out some examples of what might constitute abuse and mistreatment. Annex 3 sets out practice guidance on safeguarding for members of the University. These measures are in place to foster a culture of reporting concerns in which there is a collective awareness and vigilance regarding safeguarding concerns.

- 3.7. Visiting staff and contractors should also be made aware of this Policy and their obligation to comply with it.
- 3.8. Anyone using the University's facilities for activities with children and at-risk adults must confirm that they have a Child Protection or Safeguarding Policy and that they have conducted the appropriate checks on their staff. They must sign a document containing the form of wording in Annex 4 prior to using any University facility.
- 3.9. Human Resources (HR), the Students' Union (BGSU), Student Advice, or the Chaplaincy are responsible for offering support from the University to any of its members who report safeguarding concerns. There are details of other useful organisations in Annex 5.
- 3.10. The Safeguarding, Contention and Projects Officer is responsible for ensuring appropriate record keeping for all matters pertaining to safeguarding.

4. Reporting Concerns

- 4.1. Any individual with a safeguarding concern should report it in accordance with the procedures set out in Appendix 1.
- 4.2. Any allegation or suspicion that a child or at-risk adult has been subjected to abuse will be taken seriously and addressed swiftly and appropriately.
- 4.3. Any internal disciplinary investigations into the conduct of a University member will be undertaken following the conclusion of any external investigations (where appropriate) by the police and/or relevant public bodies. The University does however, retain the right to restrict access or activities of those currently under external investigation for the protection of the individual and those within the community.

5. Risk Assessment

- 5.1. Any allegations reported under this Policy will be subject to a risk assessment. The risk assessment will use the template attached as Annex 6.
- 5.2. The conclusions and recommendations of the assessment may be shared with statutory agencies and may inform a disciplinary process.

6. Data Protection

- 6.1. Any information regarding safeguarding issues will be held in accordance with relevant data protection law and regulations and the University's Record Retention Schedule. This at the date of 23/05/25 is 5 +1=6 years.
- 6.2. In accordance with the University's Privacy Policy, information relating to safeguarding disclosures will only be distributed outside of the University to relevant public bodies, the police, or to others where it is required by law or if circumstances were to arise that gave reasonable cause for concern that there was a real risk of harm to a child or at-risk adult. The University will ensure that there is a legal basis for any such disclosure and that this is in accordance with its relevant privacy notices.

7. Whistleblowing

- 7.1. In accordance with the Public Interest Disclosure Act 1988, the University will support and protect those staff and students who in good faith and without malicious intent report suspicions of abuse or concerns about university members and their actions.

8. Training and Support

- 8.1. A portfolio of up-to-date training and support materials will be available to all staff, this includes:
- 8.2. Mandatory online training for all staff covering the following core areas:
 - i. Safeguarding
 - ii. Prevent Statutory Duty
- 8.3. Online and face-to-face training for all staff who have specific roles and responsibilities relating to safeguarding, as detailed in section 3 above.
- 8.4. Information on specific subjects such as Prevent, sexual and domestic violence and online safety will be included in all awareness raising / staff development activities as required.
- 8.5. All safeguarding training should be updated every two years.
- 8.6. Safeguarding training should be provided to staff and students ahead of the commencement of any placement activity, this training should be updated annually.

9. Monitoring and Review

- 9.1. The Safeguarding, Contention and Projects Officer will report annual anonymised data, to the University Executive Group (UEG) and the Finance, Estates and General Purposes (FE&GP) Committee on safeguarding matters. Matters referred to the Charity Commission will be noted to University Council. Confidentiality will be maintained at all times. Any concerns or patterns that emerge from this report will be addressed and an update provided to subsequent UEG/ FE&GP Committee meetings.
- 9.2. The Policy will be reviewed annually, or as required following a change in UK legislation, by the Safeguarding and Prevent group (SAP). The review and any proposed changes will be reported to Senate and the FE&GP Committee.
- 9.3. Formal approval of this Policy is undertaken by University Council upon the recommendation of Senate.

Appendix 1 – Reporting Procedures

1. What to do if you suspect abuse (see Annex 1 for more information on what may be abuse)

1.1 Staff reporting safeguarding concerns (see Annex 7 flowchart)

All concerns should be raised as soon as possible either with the Designated Safeguarding Lead (see Annex 5) or with the Safeguarding, Contention and Projects Officer Where possible all members of the University community should make reports via the recognised channels, either through report and support, the safeguarding online reporting form or via email.

When reporting a concern, students can opt to complete the online form via the link provided in Annex 2 or use the [Report and Support tool](#).

The recipient of the Annex 2 online form or the Report and Support submission will confirm receipt of the concern. It may then be forwarded to the Local Authority Designated Officer (LADO), subject to the Safeguarding Steering Group's assessment of the case and any advice sought from external agencies.

1.2 Student raising concerns (see Annex 7 flowchart)

If a student has a potential safeguarding concern this should be raised as soon as possible with the University's Designated Safeguarding Lead (see Annex 5) or with the Safeguarding, Contention and Projects Officer Where possible all members of the University community should make reports via the recognised channels, either through report and support, the safeguarding online reporting form or via email..

When reporting a concern, students can opt to complete the form via the link provided in Annex 2 or use the [Report and Support tool](#).

The recipient of the Annex 2 online form or the Report and Support submission will confirm receipt of the concern. It may then be forwarded to the LADO and/ or to the relevant regulatory body.

1.3 Reporting concerns outside of office hours

If a significant concern arises outside of normal office hours (e.g. evenings and weekends), contact should be made with the Customer Services Centre for Social Care (see Annex 5).

Advice can also be sought from the NSPCC 24-hour helpline (see Annex 8) or from the police. During office hours, there is also the Police Central Referral Unit number (see Annex 5).

In emergencies, please dial 999 or 112 and report the out of hours notification to the University Designated Safeguarding Lead or their nominated deputy at the earliest opportunity.

Should you have a safeguarding concern or have received a disclosure in relation to a child or an at-risk adult and you are not certain from the above about what you should do, please contact the University Designated Safeguarding Lead or safeguarding by emailing regulatorycompliance@bishopg.ac.uk or reporting the disclosure through the University's online Report and Support tool.

For further guidance on the safeguarding processes and procedures, including active reporting links. Please visit the safeguarding and contention share point home page.

Annex 1 – Types of Abuse

Examples of the main forms of abuse are described below, although this is not an exhaustive list.

Physical Abuse

This involves deliberate physical harm. It includes hitting, shaking, throwing, squeezing, burning and biting, as well as giving children and at-risk adults inappropriate drugs or poisonous substances. It also includes attempted suffocation or drowning and fabricating the symptoms of an illness. Reasonable physical restraint to prevent a child or at-risk adult from harming themselves, another person, or from causing serious damage to property is not deemed to be abuse.

Sexual Abuse

This involves forcing or enticing a child or at-risk adult to take part in sexual activities, whether or not they are aware of what is happening. It involves the use of children or at-risk adults by adults – both male and female – to meet their own sexual needs. This could include direct sexual activity, penetrative or non-penetrative acts, masturbation, taking indecent photographs or videos, voyeurism, or showing children and at-risk adults' pornographic material or encouraging them to behave in sexually inappropriate ways.

Neglect and Acts of Omission

This involves the failure to meet the child or at-risk adult's physical and/or psychological needs and is likely to result in the serious impairment of their health or development. It may involve a failure to provide food, warmth, clothing, appropriate affection, attention and recognition, or a failure to protect a child or at-risk adult from physical harm or danger, or a failure to ensure access to appropriate medical care or treatment.

Self-Neglect

Self-neglect has been recognised in the Care Act 2014 as a category of abuse and neglect and should be supported under this Policy. The term 'self-neglect' refers to an inability/unwillingness to care for an individual's own self or environment. Examples of self-neglect include poor hygiene and unacceptable living conditions. Although self-neglect may be raised as a Safeguarding concern, it is usually dealt with as an intervention via other procedures.

Discriminatory Abuse

This involves abuse motivated by discriminatory attitudes towards a child or at-risk adult on the basis of their race, culture, religion or belief, language, sex, age, disability or sexual orientation and any other protected characteristics as defined by the Equality Act 2010.

Emotional/Psychological Abuse

This involves the emotional ill treatment of a child or at-risk adult such as to cause a severe and adverse effect on their emotional development. As well as persistent lack of love and attention, this includes constant criticism, threats, taunting and words and action that demean the child or at-risk adult. Within the context of an educational organisation, it may include persistent denigration of their work or ability. It may involve conveying to the individual that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve causing them to feel frightened or in danger, or the exploitation or corruption of children and at-risk adults. There is usually some level of emotional abuse in all types of abuse, but it can also occur alone.

Spiritual or Religious Abuse

Spiritual/religious abuse is a form of emotional and psychological abuse under the guise of religion. It is characterised by a systematic pattern of coercive and controlling behaviour in a religious context. Religious leaders can be perpetrators of religious abuse – and they can also be victims. This abuse may include:

- i. Demands for inappropriate secrecy,
- ii. Coercion to conform, including the demand of an uncritical or unquestioned use of sacred texts or teaching,
- iii. Requirement of obedience to the abuser, and the misuse of the claim that the abuser has a supernaturally bestowed position.

Financial or Material

Abuse Financial or material abuse – including theft, fraud, internet scamming, coercion in relation to an individual's financial affairs or arrangements, including in connection with wills, property, 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.

Organisational or institutional abuse

Includes neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

Annex 2 – Incident Reporting Form

1. Please indicate what you are reporting:

- ☐ I have concerns that abuse may be occurring (complete sections 2 and 3)
- ☐ I was involved with an incident with a child / at-risk adult (complete sections 2 and 4)
- ☐ I was a witness to an incident with a child / at-risk adult (complete sections 2 and 4)
- ☐ I have received an allegation of abuse (complete sections 2 and 5)
- ☐ A child / at-risk adult has told me that they are / were being abused (complete sections 2 and 5)

2. Important Information:

Your name:

Your contact details:

Name of child / at-risk adult concerned:

Capacity in which the person is known to you:

Description of any sign of abuse:

Do not remove clothing to inspect physical signs of abuse.

3. Concerns abuse may be occurring:

Please use the space below to record the concerns that you have that an individual may be subjecting children or at-risk adults to abuse. Continue on a separate sheet if necessary.

4. Incident with a child or at-risk adult

Please tick which of the following has occurred:

- ☐ I accidentally hurt a child / at-risk adult
- ☐ A child / at-risk adult misinterpreted or misunderstood something I have done.
- ☐ I have had to use reasonable physical restraint
- ☐ I was a witness to one of the above (please indicate which one)

Please provide further information, including any action you may have taken so far and the reasons for doing so. Continue on a separate sheet if necessary.

5. Allegation / disclosure of abuse:

Allegation received from:

Allegation received on:

I have informed the person raising the concern / making the allegation that the information will be forwarded to the university safeguarding coordinator:

Name of person about whom the allegation has been made:

Please use the space below to record the details of the allegation or disclosure you received. This should be a factual account of the information you have received only. Do not include assumptions or opinions of others. Make sure you record details of dates and times and any other potentially useful information. If the disclosure has come from the children / at-risk adult who is claiming they are being abused, the conversation should be recorded in their words. Continue on a separate sheet if necessary.

Signature:

Date:

Annex 3 Practice Guidance on Safeguarding for Members of the University

How to minimise risk

All members of the University should be encouraged to demonstrate exemplary behaviour when working with children and at-risk adults in order to protect them from abuse and themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

1. Good Practice

- 1.1 Work in an open environment avoiding private or unobserved situations and encouraging open communication. Avoid spending excessive amounts of time alone with children and at-risk adults away from others. Follow University guidance on working safely online.
- 1.2 Treat all children and at-risk adults equally, with respect and dignity.
- 1.3 Always put the welfare of the child/at-risk adult first.
- 1.4 Maintain a safe and appropriate distance with children and at-risk adults. It is not appropriate for staff, students or volunteers to have an intimate relationship with children or at-risk adults.
- 1.5 Ensure that if any form of manual/physical touching is required, it should be provided openly (In sporting situations, this should be according to guidelines provided by the appropriate National Governing Body).
- 1.6 Involve parents/carers/teachers wherever possible, e.g. by encouraging them to take responsibility for the people in their care in areas where there is an increased risk safeguarding allegations arising (e.g. changing rooms).
- 1.7 Avoid taking photographs of children without appropriate consent or another appropriate reason.
- 1.8 Be an excellent role model – this includes not smoking or drinking alcohol in the company of children.
- 1.9 Where required, give enthusiastic and constructive feedback rather than negative criticism.
- 1.10 Follow the University's incident reporting procedures where injuries or near-misses occur.
- 1.11 Attend relevant training courses that the University provides.
- 1.12 Always consider safeguarding specifically in any risk assessment carried out for activities involving children or at-risk adults.

2. The following should never be sanctioned. You should never:

- 2.1 engage in rough physical or sexually provocative games;
- 2.2 share a room overnight with a child;
- 2.3 go into a child's room unless absolutely necessary. (If it is necessary, two members of staff should enter);
- 2.4 allow or engage in any form of inappropriate touching;
- 2.5 allow children to use inappropriate language unchallenged;
- 2.6 make sexually suggestive comments to a child or at-risk adult;
- 2.7 deliberately reduce a child/at-risk adult to tears as a form of control;
- 2.8 allow allegations made by a child/at-risk adult to go uninvestigated, unrecorded or not acted upon;
- 2.9 invite or allow children/at-risk adults to stay with you at your home unsupervised;
- 2.10 do things of a personal nature for children/at-risk adults that they can do for themselves. (It may sometimes be necessary for staff or volunteers to do things of a personal nature for children and at-risk adults, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents/carer or teacher. There is a need to be responsive to the individual's reactions, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting them to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained);
- 2.11 sports and some research activities involving children/at-risk adults may necessitate physical contact. It is important for you to understand what is appropriate within such activities, to avoid anything that could be misunderstood, and for such activities to be supervised.

3. Recognition of abuse

- 3.1 The following may indicate that a child or at-risk adult is being or has been abused:
 - i. unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally;
 - ii. an injury for which the explanation appears inconsistent;
 - iii. the child or at-risk adult describes an abusive act or situation;
 - iv. unexplained changes in behaviour;
 - v. inappropriate sexual awareness or sexually explicit behaviour;
 - vi. the child/at-risk adult appears distrustful of others;
 - vii. the child/at-risk adult is not allowed to be involved in normal social activities; and/or
 - viii. the child/at-risk adult becomes increasingly unkempt.

3.2 The recognition of abuse is not always easy, and the University acknowledges that many of its members are not experienced in this area and will not easily know whether or not abuse is taking place. However, they should act on concerns in order to safeguard the welfare of children/at-risk adults.

4. Guidance on your response if a child or at-risk adult discloses a potential safeguarding concern

4.1 If a child or at-risk adult says something or acts in such a way that abuse is suspected the person receiving the information should:

- i. react in a calm but concerned way;
- ii. tell the child/at-risk adult that he/she is right to share what has happened; and that he/she is not responsible for what has happened;
- iii. take what the child/at-risk adult says seriously;
- iv. keep questions to a minimum only to clarify what the child/at-risk adult is saying;
- v. not ask leading questions, or closed questions that would only allow a 'yes/no' answer;
- vi. not interrupt the child/at-risk adult when they are recalling significant events;
- vii. not give assurances of confidentiality which cannot be kept but should reassure
- viii. the child/at-risk adult that the information will only be passed on to those people who need to know;
- ix. not interpret what is being said;
- x. make a record of what is said and done, though this should not result in a delay in reporting the problem. The form in Annex 2 should be used to record this information.

It is recognised that staff may need support after receiving a disclosure from an at-risk person and will be offered appropriate counselling. This can be accessed by contacting HR.

5. Safeguarding guidance for running events or activities

All University-led activities involving children or at-risk adults should include in their management plans the names of at least one person who is the designated Safeguarding Officer for the activity. For short non-residential visits to the campus, relevant staff will be notified of the Safeguarding Officer for the activity. Residential activities will normally have two designated Safeguarding Officers.

Where appropriate, the name and contact details of the Activity Safeguarding Officer must be communicated to the children and at-risk adults involved in the activity, their parents or carers, students and staff members.

The organisers of an activity that involves children or at-risk adults will be expected to arrange appropriate training for all staff. The following must be covered:

- i. risk assessment;
- ii. handling a potential safeguarding disclosure;
- iii. reporting a safeguarding allegation;
- iv. confidentiality; and
- v. Code of Conduct.

Maintaining unmonitored contact with children or at-risk adults after an activity is not permitted.

6. Further information

For more information on safeguarding matters, please see

- i. Working Together to Safeguard Children
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- ii. Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- iii. Lincolnshire Safeguarding Children Board/LSCB website (Lincolnshire Safeguarding Children Partnership – About the LSCP-Lincolnshire County Council)

Annex 4 - Agreement for external organisations using Bishop Grosseteste Universities facilities

1. Explanation

It is University policy that any external organisation using Bishop Grosseteste University's facilities for activities with children and at-risk adults must confirm that they have a Child Protection or Safeguarding Policy and that they have conducted the appropriate checks on their staff. Below is a form of wording to be used when entering into an agreement with such an organisation. It is imperative that this document is signed by the external organisation in order to make it clear that they are responsible for any safeguarding issues that occur while they are on campus.

This document must be signed prior to using any University facility.

2. Agreement

It is the responsibility of all groups and voluntary organisations accompanying children and at-risk adults using the University's facilities to comply with legislation governing the protection of such persons. It is the policy of Bishop Grosseteste University to seek assurances of such compliance and accordingly it requires confirmation of the following:

- i. that the organisation has a Child Protection or Safeguarding Policy;
- ii. that appropriate DBS checks have been conducted in relation to all staff and/or volunteers accompanying children and at-risk adults while on University premises; and no person whose checks indicate that they are unsuitable to work with children or at-risk adults will be included in any activities taking place on the University's premises.
- iii. The University cannot be held responsible for the death or personal injury of anyone attending events, unless such death or personal injury occurs as a result of the University's negligence or breach of statutory duty. The University is not responsible for any other loss or damage that may occur while attending the University's premises unless it occurs as a result of the University's negligence or its willful damage. Groups/voluntary organisations are responsible for the security of all property/valuable possessions brought onto the University premises and are advised to arrange separate insurance for such property/valuable possessions.

I/we confirm that I/we have complied with (a) and (b) and agree to (c) above and have given a copy of the University's exclusion of liability clause to all persons attending the University for whom I/we have responsibility (or to their parent/carer, where appropriate).

I confirm that I have authority to sign on behalf of that group/organisation (where this form is signed by an individual on behalf of a group/organisation).

Are you registered with a regulatory body (esp. involving Safeguarding matters)? YES / NO If Yes, which?

Signed: _____

On behalf of: _____

Dated: _____

Please attach a copy of your Child Protection Policy or Safeguarding Policy.
RECEIVED? YES / NO

Please confirm that you have read Bishop Grosseteste University's Safeguarding Children and At-risk adults Policy.

CONFIRMED? YES / NO

Annex 5 – Contact Details

Designated University Safeguarding Coordinator (The Head Of Student Success)

Role	Position	Name	Contact
Internal Contacts			
Designated Safeguarding Lead (Lead Officer)	Head of Student Success	Mr Phil Davis	External – 01522 583602 Internal – 3602 phil.davis@bishopg.ac.uk
Deputy Designated Lead Officer (see Appendix A)	Safeguarding, Contention and Projects Officer	Mr Connor Short	External – 07939825324 Internal - 3732 connor.jshort@bishopg.ac.uk
External Contacts			
Local Authority Designated Officer (LADO) (normal working hours)	LADO	NA	01522 554674
Lincolnshire County Council Children's/ Adult's Customer Services Centre for Social Care (to report urgent issues outside of working hours)	Local Authority	NA	01522 782333
Child Services Customer Service Centre (normal office hours)	Local Authority	NA	01522 782111
Customer Service Centre (at-	Local Authority	NA	01522 782155

risk adults) (normal office hours)			
NSPCC 24-hour helpline	NSPCC – Children’s Charity	NA	0808 800 5000
Police Central Referral Unit (daytime)	Police	NA	01522 947590
Police (emergencies)	Police	NA	999 or 112
Police Support Hub	Police	NA	101 and ask for the Police Support Hub (Monday to Friday)
Protecting Vulnerable Persons unit (PVP unit)	Police	N/A	101 Or DS Matt Sharp 07436258340 DS Mhairi Boulton 07920 703475 DS 328 Tim Sykes 07818043715

Annex 6 – Risk Assessment Template

Summary:

Risk Assessment

A) Has a recent crime been reported to BGU: Y / N

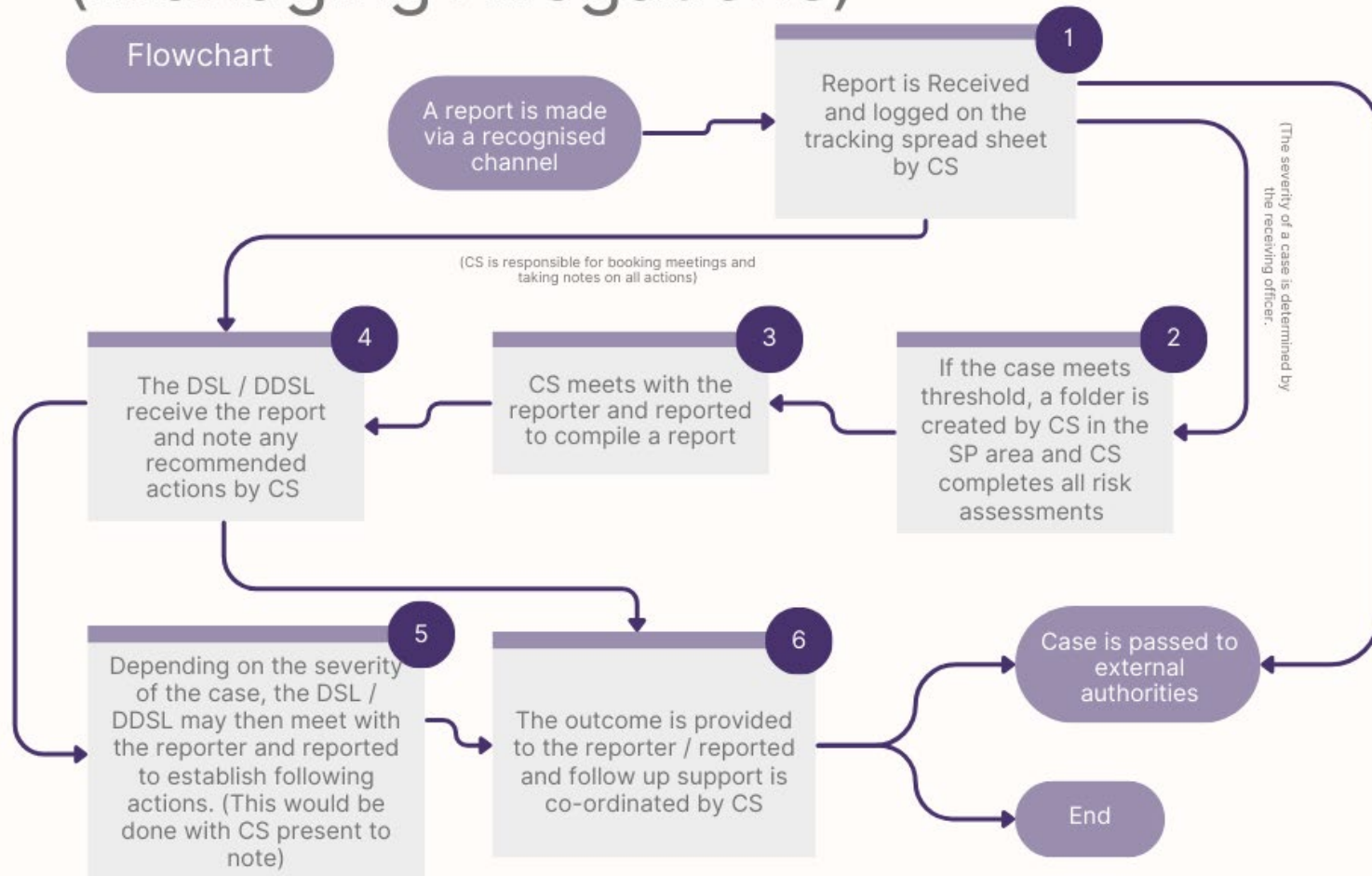
B) Is BGU in receipt of a notification from a student that they have been the victim of a potential crime: Y / N

WHO IS AT RISK: (for ex. Particulars inc, child, vulnerable adults)	Nature of Risk	Mitigating Actions	Completed	Actions	Completed/ anticipated completion date	Initial Risk Assessment	Current Risk Level (Likelihood v Impact) (Red = high Amber = Medium Green = Low risk)
Student Potential immediate risk		1)					
Student Addnl areas of risk							
Staff							
Others							

Summary	<ul style="list-style-type: none">	Date:	
Risk Assessment Completed by:		Date:	
Risk Assessment Shared with:	Internal <i>(to mitigate risk)</i> :		
	External <i>(in the interest of Public Safety)</i> :		

Safeguarding Case Processing (Managing Allegations)

Flowchart



Annex 7 – Reporting Process Flowchart

