

SAFEGUARDING AND PREVENT POLICY – INTO UNIVERSITY PARTNERSHIPS

March 2021

1. General Policy Statement

INTO is committed to Safeguarding and promoting the welfare of children and adults at risk who are receiving education at one of its centres.

1.1 Definitions

Safeguarding: protecting children and adults at risk from maltreatment, exploitation, harm or abuse, including self-harm or abuse. This includes protection from physical abuse, sexual abuse, emotional abuse, or neglect, which could come from peers or other age group. A list of examples of types of harm or abuse can be found in Appendix 1 of this document. Safeguarding is also the protection of children and adults at risk from radicalization and involvement with extremism or terrorism (see Prevent).

Children: are those students under the age of 18 up to but not including their 18th birthday.

Adult at Risk (formerly named “vulnerable adults”): are students 18 and over that have one or more of the following: a learning or physical disability; a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; a reduction in physical or mental capacity.

Prevent: part of the government’s anti- terrorism strategy. Higher Education is considered as a sector where young people may be radicalised. This strand of the anti-terrorism strategy aims to prevent young people getting involved in terrorism.

1.2 Scope

INTO is committed to safeguarding all children and adults against harm and abuse, regardless of age, culture, disability, gender reassignment, language, racial origin, religious beliefs, and sexual identity and orientation. In addition, we are committed to supporting the diversity and inclusion of all who are studying or working at the centre, with a zero tolerance to any bullying or harassment of any individual.

With regard to Prevent, INTO University Partnerships is subject to the Office for Students (OfS) “Prevent Duty: Framework for monitoring in higher education in England” . The policy applies to all staff, managers, volunteers, contractors and consultants working for INTO University Partnerships.

1.3 Context

This Safeguarding policy relates to the protection of children and adults at risk from abuse or neglect. It underpins all our pastoral and academic responsibilities to our students, and is to be considered alongside other related policies and procedures.

This document follows the principles outlined in the Department for Education publication of September 2019 “Keeping Children Safe in Education, Part 1: Information for all school and college staff”, a link to which is provided later in this document.

The INTO Executive Board has ultimate responsibility and accountability for ensuring a safe environment for all students and staff in INTO centres.

Whilst it is impossible to ensure that a child or adult at risk would never come to any harm, the adoption of this Policy and associated guidelines aims to facilitate the management of the risk associated with the duty to protect such individuals.

The main elements and aims of the policy are as follows:

- To promote good practice and raise awareness of Safeguarding and Prevent issues amongst all INTO staff, managers, volunteers, consultants, and student Homestay accommodation, in order to provide a safe environment
- To promote awareness of the designated senior members of staff with Safeguarding and Prevent responsibility within INTO
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse or radicalisation
- Confirmation that INTO staff will be provided with relevant training and guidance in order to make informed and confident responses to specific Safeguarding and Prevent issues
- Confirmation that INTO practices safe recruitment in checking the suitability of staff to work with children and adults at risk

2 Promoting Good Practice – Guidelines

- All children and adults have the right to be safeguarded from harms and abuse, regardless of age, culture, disability, gender, language, racial origin, religious beliefs, and sexual identity, at the earliest opportunity
- All children and adults at risk have the right to safeguarding so that they are not drawn into terrorist or extremist activities (radicalisation)

- All employees should work to establish and maintain an environment where children and adults at risk feel secure, are encouraged to talk, and are listened to
- All employees are required to raise concerns about children and adults at risk to the relevant people so they can be addressed and a confidential record created
- All employees have a crucial role to play in identifying at an early stage any welfare concerns, and indicators of abuse, neglect, and radicalisation
- Staff must not communicate with the person who is the subject of an allegation, or investigate the case themselves, and any allegation concerning a staff member must be reported to HR only under the Speak Up Policy (see section 14 of the IUP UK Employee Handbook)
- All employees should treat all students equally with both respect and dignity
- All staff must follow the guidelines for appropriate staff behaviour and conduct with regard to Safeguarding (see Appendix 2, Safeguarding Code of Conduct)
- All staff are encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations
- There will be no “settlement agreement” for any breach of this Safeguarding Policy

3 Designated Persons

3.1 There will be a Designated Safeguarding Lead (DSL) appointed at each INTO centre, to oversee local compliance with the Prevent and general safeguarding duties. The Designated Safeguarding Lead will:

3.1.1 Be the first point of contact when reporting a concern; if the Designated Lead Person is not available then the concern must be reported to a Deputy Designated Lead

3.1.2 Ensure that appropriate Safeguarding risk assessments are undertaken and any issues addressed

3.1.3 Ensure that staff have appropriate training, are aware of the policy and procedures, and know how to conduct themselves in a Safeguarding situation

3.1.4 Take lead responsibility for raising awareness amongst employees within the Centre of issues relating to the Safeguarding of children and adults at risk, and the promotion of a safe environment within the Centre

3.1.5 Oversee the referral of cases of suspected abuse or allegations of abuse to the relevant investigating agencies

3.1.6 Ensure that all suspicion and allegations of abuse are taken seriously and are responded to swiftly and appropriately

3.1.7 Ensure that employees in the Centre know how to respond appropriately to Safeguarding situations/issues as they may arise

3.1.8 Provide advice and support to other staff on issues relating to child and adult at risk protection

3.1.9 Maintain secure storage of all referrals, complaints or concerns, separately from the student file

3.1.10 Ensure that the parents of under 18 year old students and adults at risk are aware of the Safeguarding and Prevent Policy

3.1.11 Liaise with appropriate agencies

3.1.12 Deputise in Prevent issues and matters for the Prevent Officer in their absence

3.2 The person with overall responsibility for Prevent at each INTO centre is the Prevent Officer. The Prevent Officer will:

3.2.1 Ensure that appropriate Prevent risk assessments are undertaken and any issues are addressed

3.2.2 Ensure that all staff, are provided with appropriate training, are aware of the policy and procedures and how to conduct themselves in a Prevent situation

3.2.3 Take lead responsibility for raising awareness amongst employees within the centre of issues relating to Prevent, and the promotion of a safe environment within the centre

3.2.4 Investigate relevant incidents, seeking to gather together the substantive information and evidence which would allow a full consideration of the case

3.2.5 Consider in discussion with relevant centre, University partner (where applicable) and INTO University Partnerships staff.

3.2.6 Make a decision as to the seriousness of the case and report appropriately

3.2.7 Liaise with appropriate agencies

3.3 INTO University Partnerships has nominated the Vice President UK Operations and Policy to take overall responsibility for promoting Safeguarding and Prevent, and ensuring that the policy and processes are executed and reviewed appropriately.

4 Procedure for identifying and reporting cases, or suspected cases, of at risk students

The procedure below describes the response to any situation where there is knowledge or concern that a student is at risk of harm and abuse from others or from themselves. Staff must report any Safeguarding concerns to the Designated Safeguarding Lead (DSL), or if unavailable, to a Deputy Designated Safeguarding Lead (DDSL). Please refer to appendix 1 for definitions of harm and abuse

5 General Principles and Procedures

Staff will not investigate, but will, wherever possible, elicit enough information to pass on to the DSL/Prevent Officer or DDSL, in order that they can make an informed decision of what to do next.

5.1 For all non-emergency safeguarding concerns, including Student disclosure, Staff will:

- Take seriously and listen carefully to what is being said, stay calm, getting as clear a picture as possible, but avoiding asking too many questions at this stage
- Note the main points carefully and make detailed notes of the date, time, place, persons present and information disclosed by the student
- Avoid giving promises of complete confidentiality – this will be on a need to know basis in order to help the students
- Explain that there is duty to tell the Designated Safeguarding Lead, and that their concerns may be shared with others who could have a part to play in protecting them
- Reassure them that they will be involved in decisions about what will happen, and if possible try to find out what the student wants to happen
- Report the incident to the Designated Safeguarding Lead, or Deputy Designated Person if not available
- Complete the Non-emergency Safeguarding Concerns recording form (appendix 2)

5.2 When responding to an emergency safeguarding concern:

- Make an immediate evaluation of the risk and take steps to ensure that the individual or individuals are in no immediate danger
- Where appropriate, dial 999 for an ambulance if there is a need for emergency medical treatment
- Immediately report to the Designated Safeguarding Lead or Deputy Designated Person if not available

5.3 Referral of concerns regarding Radicalisation

- Where a staff member has concerns that a student is expressing violent extremist views or is at risk of being drawn into violent extremism, these concerns should be reported immediately to the Prevent Officer, and complete the Reporting Radicalisation and Extremism Concern form (appendix 3)

5.4 Relevant Training and Guidance for INTO Staff

- All Centre staff will receive Basic Safeguarding training and basic Prevent training, via either online or face-to-face methods. Key staff will undertake higher level Advanced Safeguarding training and advanced Prevent training, and all DSL/DDSL's will receive Specialist Safeguarding training
- Safeguarding and Prevent training will be updated every 2 years as a minimum, however additional briefings may be provided within this period, driven by changes in legislation or local conditions/circumstances
- The INTO Newcastle University approach to Safeguarding and Prevent will be covered in the induction sessions for all new staff
- All staff will receive a copy of this policy and access to other related policies and relevant procedures
- All staff will have information accessible to them regarding appropriate behaviour and conduct, which is included in the IUP Staff Handbook

5.5 Safe Recruitment of Staff

INTO will ensure that as part of its recruitment policy all staff working in each of its centres:

- Will have appropriate Disclosure and Barring Service (DBS) checks PRIOR to the start date as far as is practically possible. Where this has not been possible, a Child Barring list check is carried out and an internal risk assessment will be carried out and measures will be put in place to safeguard students until an acceptable enhanced DBS certificate has been received.

- Will have been interviewed, and reference checked as far as practically possible to a satisfactory level PRIOR to start date. In the absence of references, a risk assessment will be completed and signed off by the appropriate levels PRIOR to the employee commencing employment.

- Will have had their identity checked PRIOR to or on their start date. Where identity cannot be confirmed, the employment offer will be withdrawn.

- Will have seen documentary evidence of Staff qualifications PRIOR to or on start date. If this cannot be obtained within this timeframe, a risk assessment will be completed and signed off by the appropriate levels and all efforts will be made to verify the employees qualifications BEFORE the employment offer is confirmed.

- All offers of employment are conditional upon meeting the above requirements and offers may be withdrawn or probation periods may be extended in the absence of any of the above.

6 Contact Details

Name	Position	Safeguarding role	Contact email
Sarah Williamson	VP, Operations and Policy	Designated Safeguarding Lead	sarah.williamson@intoglobal.com
Bridget White	SVP, UK Operations and Partnerships		bridget.white@intoglobal.com

7 Further Information

The following links will take you to further Safeguarding and Prevent information and advice:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.officeforstudents.org.uk/media/3e9aa5d3-21de-4b24-ac21-18de19b041dc/prevent-duty-framework-for-monitoring-in-higher-education-in-england-2018-19-onwards-updated-22-january-2019.pdf>

https://www.officeforstudents.org.uk/media/19b94eed-d2ad-4a9b-bb92-ee0b410a1f1f/ofs2018_35_a.pdf

8 Creation and Revision History

Document version	Created date	Document owner	Next revision
1.0	March 2021	Oli Selwood, Director, Regulatory Compliance	September 2021 (thereafter, annual)

Appendix 1

The following list is an example of the types of abuse individuals may encounter:

The Four Main Types of Abuse

1. Physical - Non-accidental injuries and harm
2. Neglect - When basic needs are not being met, e.g. food and shelter, medical needs, educational needs, and emotional needs
3. Sexual - Allowing children to engage in, or expose them to, any form of inappropriate sexual situations
4. Emotional - Abuse that stunts a child's emotional growth with threats, rejection, or insults

the Four Main Types of Abuse

Teenage Relationship abuse - when there is actual or threatened abuse within a romantic relationship or a former relationship (this abuse can take a number of forms: physical, sexual, financial, emotional or social) Child Sexual Exploitation - a type of sexual abuse in which children are sexually exploited for money, power or status (victims receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them) Female Genital Mutilation (FGM) - the partial or total removal of external female genitalia for nonmedical reasons (illegal in the UK, so the police must also be informed) Honour Based Violence - a violent crime or incident which may have been committed to protect or defend the honour of the family or community (often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture) Online abuse - any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones (the individual may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse) • Bullying and cyberbullying – behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone (usually repeated over a long period of time and can hurt both physically and emotionally)

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- Inconsistent accounts for the cause of injuries
- Frozen watchfulness

Signs of possible sexual abuse

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters

- Sexual activity through words or drawings
- Repeated urinary infections or unexplained stomach pains (may be revealed through PEC form)
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares
- Eating disorders such as anorexia or bulimia

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other students
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Lying

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently alone
- Frequent trips to toilet (diarrhoea)
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints
- Frequently hungry
- Overeating junk food

