Aimhigher...
Aimsafer

A Framework for Safeguarding Children & Young People in Higher Education Institutions

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LONDONHIGHER
Promoting and Advocating London's Higher Education

Aimhigher...

NSPCC
Cruelty to children must stop. FULL STOP.

Roehampton University

Child safeguarding is an issue of strong current concern.

Partners who have been delivering widening participation programmes have become aware that universities need to update their approaches. We believe that this guidance will be particularly useful in helping them to ensure that universities operate a safe environment – one in which staff are comfortable working with young people, and which will reassure parents that sensible precautions are being observed.

With government encouraging a wide range of out-of-school opportunities, and universities themselves wishing to be better understood in an era of fair access, there are increasing numbers of school-age children visiting campuses. Although this handbook has been conceived with summer schools specifically in mind, we believe that the guidance will be highly relevant for a broad range of activities which involve universities and their staff and students.

While there is considerable debate in some schools about the appropriateness of out-of-school activities, I do hope that the university sector can continue to have the trust of schools. If they consciously adopt the policies outlined in these materials, they will go a long way to sustain that trust.

We hope that you find this document useful.
As always we welcome comments and suggestions for improvement.

We at London Aimhigher thank in particular the National Society for the Prevention of Cruelty to Children and Roehampton University for their advice and support, and ultimately, for producing the detailed guidance.

ACKNOWLEDGEMENTS

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INTRODUCTION

In 2000 the government set a target for 50 percent of the under 30 population to have participated in higher education (HE) by 2010. Whilst the numbers enrolling for HE have increased, the majority of places have been taken up by young people from professional backgrounds (HEFCE, 2001). Widening participation in higher education for other groups in society and the recruitment and retention of minority ethnic students thus became a central government priority.

The government introduced Aimhigher as one initiative to help meet this target.

The key aims of Aimhigher are:

• To raise aspirations and motivation amongst non-traditional entrants to higher education

• To give non-traditional entrants an insight into the higher education experience including financial support and advice

• To help widen participation in higher education among minority groups, those with no family history of higher education and disabled young people

• To provide opportunities for prospective students to seek information about higher education institutions and courses.

Motivational activities, projects and initiatives are now offered to pupils, both in the primary and secondary sector, by Widening Participation teams in Higher Education Institutions (HEIs). Aimhigher activities take place on both the university campus and within the school environment.

However, HEIs do not have a tradition of young people under the age of 18 taking part in educational activities on campus. With the impact of Aimhigher, Widening Participation and Outreach Activities work it is now not uncommon to see young people participating in activities within a HEI environment. Thus HEIs and initiatives such as Aimhigher now face the challenge of incorporating measures to ensure children and young people are safeguarded whilst enjoying opportunities to develop their full academic, social and emotional potential. This can be achieved through implementing the highest possible standards of policy and practice in work with children and young people.

Roehampton University Aimhigher team approached NSPCC Consultancy Services to establish what supports were needed to achieve robust safeguarding practices. NSPCC developed a two-day training package to cover the role and responsibilities of Designated Safeguarding

Officers and policy writing.

Requests for training from all those involved in Aimhigher, Widening Participation and Outreach Activities have been overwhelming and the training programme has been delivered across England.

Children in Need of Protection policies and procedures sit within a wider strategic framework of organisational safeguarding. Such procedures are not effective in the absence of support from HR, senior management, and all HEI staff. During the training it became apparent that there was a lack of national or organisational framework to guide the operation of practice of the co-ordinators. Thus the need for *Aimhigher – Aimsafer* emerged and was commissioned by London Aimhigher.

The importance of senior management involvement was highlighted by Lord Laming following the inquiry into the death of Victoria Climbie.

 " *The single most important change in the future must be the drawing of a clear line of accountability from top to bottom, without doubt or ambiguity about who is responsible at every level for the well being of vulnerable children*" Victoria Climbie Enquiry Report 2003: 1: 27

Λimhigher...
Aimsafer

charts a route to organisational safeguarding

Λimhigher...
Aimsafer

complements but does not replace the need for awareness training

WHAT IS SAFEGUARDING?

The term safeguarding was introduced by the Children Act 1989 but was not defined by government until 2002 in the Joint Chief Inspectors Report on Arrangements to Safeguard Children. They defined safeguarding as a concept to cover all agencies working with children and their families to mean:

- "All agencies working with children, young people and their families take all reasonable measures to ensure that the risks of harm to children's welfare are minimised; and

- Where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures, working in partnership with other local agencies" (Joint Chief Inspectors' Report , 2002 :2).

(The authors have adopted this definition of safeguarding and have addressed both aspects in sections two and three.)

Who is responsible for safeguarding?

"All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection have a duty to safeguard and promote the welfare of children." (Department of Health 2003: 4)

Why is safeguarding necessary in Higher Education Institutions?

Safeguarding and promoting the welfare of young people is part of a common law duty of care towards young people for whom HEIs (or those organising activities in HEIs) are responsible.

HEIs therefore have a fundamental responsibility to:

- Ensure that all young people have the opportunity to participate in activities in a safe and secure environment

- Enable the parents/carers of the young people to have confidence in the institution

- Ensure that any young person suffering from or who has suffered significant harm is identified and responded to appropriately and quickly

- Ensure that anyone who is unsuitable to work with young people is identified and prevented from doing so

- Work co-operatively with other agencies that provide services for young people.

What are the policy implications for HEIs?

Some HEIs have established safeguarding committees or boards to disseminate the safeguarding message throughout their institutions. Many others are just beginning to consider what safeguarding means for them.

All of the aspects of safeguarding outlined in this document (sections two and three) form an overall safeguarding policy.

It is imperative that institutions or organisations such as Aimhigher must take the spirit of this document and apply it to their own activities.
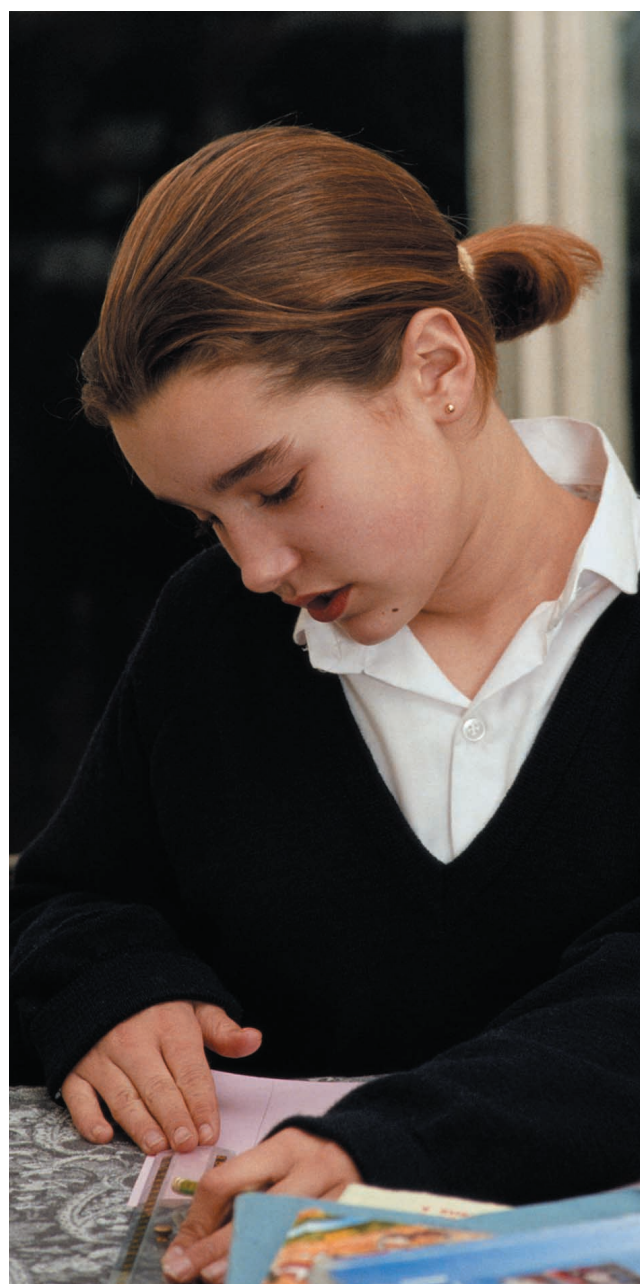
HOW TO USE THIS BOOK

This is a practical framework in four parts to give readers a basic knowledge and understanding of safeguarding practices. It is not a template and is meant to be used to inform individual policy and procedures.

It is divided into four sections. The first section sets the legislative and guidance framework for safeguarding, sections two and three follow the two aspects of safeguarding and section four contains useful information, contact details and further references.

Each section is intended to empower readers to become confident, effective and responsible practitioners in safeguarding practices.

This framework is for all those who have a responsibility for safeguarding young people in HEI activities such as:

• Summer School Co-ordinators

• Aimhigher Co-ordinators

• Widening Participation staff

• Gifted and Talented Co-ordinators

• School Liaison Officers

• Outreach staff

• Marketing staff

• Human Resource staff

Rigorous safeguarding practices are necessary regardless of whether activities are residential, long or short term, or one day visits or outreach into school premises. Therefore this framework applies to:

• Summer Schools

• Taster Days

• Master Classes

• Shadow a Student

• E-Mentoring

• Mentoring

• Outreach in schools

Whilst the framework is designed for Aimhigher and Widening Participation Co-ordinators it is valuable to share this with stakeholders such as:

• Parents

• Participants

• Directorate, Senate, Senior Management

• Human Resources

• All other university staff

• Local Education Authority

• Local Safeguarding Children Board

• University Press Office

• External facilitators

**Aimhigher activities aim to be truly inclusive.
It is therefore imperative to understand and value the diversity of each individual
in measures adopted to safeguard young people**

GLOSSARY

Aimhigher activities: all activities, projects and initiatives (including marketing) for young people up to the age of 18 years old within the remit of Aimhigher, widening participation, gifted and talented, and outreach work.

Area Child Protection Committees (ACPC): multi agency body chaired by the local authority with responsibility to lead on child in need of protection procedures and training. These are soon to be replaced by Local Safeguarding Children Boards (LSCB).

Children 'in Need' of Protection: children and young people who are at risk of or suspected to be at risk of significant harm and require intervention under the Children Act 1989.

Contractors: people who are employed to provide services for the activities either externally or internally e.g. accommodation, catering, cleaners etc.

Co-ordinators: Members of staff who have specific responsibility for organising and delivering Aimhigher, outreach, widening participation and gifted and talented activities.

Criminal Records Bureau (CRB): body that discloses information about criminal records and other pertinent information about potential unpaid or paid employees.

Criminal Records Bureau Disclosure: information received from the CRB regarding employee/potential employee.

Designated Safeguarding Officer (DSO): person(s) who have specific responsibility for ensuring effective safeguarding and Child in Need of Protection procedures.

Disclosure of abuse: when a young person informs another person that they have been/are being abused or that someone else has been abused.

External facilitators: DJ's, guest speakers, photographers etc.

Human Resources (HR): personnel departments.

List 99: a list of names held by the DfES of people who are unsuitable to work with children in education (no criminal conviction is necessary for inclusion on this list).

Local Safeguarding Children Boards (LSCB): made statute by the Children Act 2004 and set to replace ACPCs by 2006.

Participants: pupils and students who attend any Aimhigher, outreach and widening participation and gifted and talented activities.

PoCA list: list of people who are deemed to be unsuitable to work with children. Made statute by the Protection of Children Act 1999. (No criminal conviction is necessary for inclusion on this list).

Safeguard University: fictional University for sample purposes.

Student Mentors: students who have been specifically recruited to mentor or support participants of all Aimhigher, outreach and widening participation activities.

Significant harm: introduced in the Children Act 1999, as the threshold that justifies compulsory intervention.

Working with young people: caring for, training, supervising (staff or volunteers) or being in sole charge of children and young people.

Young people: children and young people up to the age of 18 years old.

SECTION 1
Statutory duties to safeguard children and young people

Schools and FE colleges have a statutory duty to safeguard and protect young people in their care. Whilst HEIs are not specifically named in their duty to safeguard and protect young people up to the age of 18 years old on campus, they do have a common law duty of care which includes safeguarding young people.

This section provides a synopsis of the key legislation and government guidance and highlights its relevance to safeguarding practice in Aimhigher activities.

SECTION 1:1
Key Legislation and Guidance

Table 1: Key Legislation and Guidance

LEGISLATION/GUIDANCE	KEY FACTS	RELEVANCE
The Children Act 1989	The key principles of this act are: • The welfare of the child is paramount • All interventions must take into account the race, ethnicity and culture of children • Children with disabilities must be provided with services to promote their achievement • Agencies must work in partnership with parents Section 17 states that local authorities have a duty to safeguard the welfare of children who are in need and they must promote the upbringing of such children by their families. Local authorities must provide a range and level of services appropriate to those children's needs. Section 47 places a duty on local authority Social Services departments to make inquiries where they have reasonable cause to suspect that a child in their area is likely to be or is suffering significant harm. This is the section that authorises Social Services to investigate concerns about child abuse. The police and the NSPCC are the only other bodies that have a legal right and responsibility to initiate proceedings under the Act.	Making referrals to Social Services, the police or NSPCC. This act provides a mandate for intervention in the lives of children and young people who may be at risk of significant harm or who may be in need of services to help them reach their potential.
The Police Act 1997	This act makes provision for the establishment and use of the Criminal Records Bureau and was designed to improve access to information about potential employees seeking work with young people. The brief was to provide information about people who may wish to harm young people.	Recruitment and selection CRB checks

LEGISLATION/GUIDANCE	KEY FACTS	RELEVANCE
The Data Protection Act 1998	Provides pathways for sharing information. The Act should not be an obstacle if: • There are particular concerns about the welfare of a young person • Information about the young person is shared with Social Services or other relevant professionals • The disclosure is justified under the common law duty of confidence	Making referrals to Social Service, the police or NSPCC when there are concerns about a young person's welfare
The Human Rights Act 1998 and UN Convention on the Rights of the Child (ratified by UK Government 1991)	Articles 3 and 19 of the UN Convention state that a child's best interests are of paramount consideration and that governments should take measures to protect children from all forms of injury, abuse and neglect. Both the Human Rights and UN Convention make provision for the right to privacy and freedom from interference in family life, however, the paramountcy of a child's welfare overrides this right to privacy	Sharing information about children and their families with external agencies
Protection of Children Act 1999	It is a statutory requirement for 'child care organisations' to check the names of individuals applying for 'child care positions' against the PoCA and List 99 lists. It also requires organisations to refer the names of individuals to these lists if they cause concern (see definitions in the act). The Act defines 'child care organisations' but encourages 'other organisations' to apply the provisions of the act too thus checking. Provides a cross sector framework for identifying those people who are considered to be unsuitable to work with children and young people. This includes placing people's names on the PoCA list and DfES list 99. It can include those who have not been convicted of any offence but about whom there is sufficient cause for concern. All agencies are encouraged to refer unsuitable people to these lists.	Recruitment and selection • CRB checks • Referring staff who are deemed unsuitable to work with children
Criminal Justice and Court Services Act 2000	Provides eight categories of 'regulated positions' and includes people working with children and young people. This means that those working in these positions are exempt from the Rehabilitation of Offenders Act 1974. • "an institution which is exclusively or mainly for the detention of children" and "normal duties include work on day care premises" – this covers all staff who work at premises where they are in daily contact with children, even though they may not be primary carers for children (includes ancillary staff).	Recruitment and selection • Identifying relevant positions • Rigorous vetting • CRB All positions within Aimhigher should be checked against this act.

LEGISLATION/GUIDANCE	KEY FACTS	RELEVANCE
	• Positions where by the nature of the influence and status they hold, could give access to children – for example, charity trustees are specifically mentioned, and other similar positions could be considered • "a position whose normal duties include supervising or managing an individual in his work in a regulated position" – even if they do not have direct child contact themselves. This legislation is only compulsory if positions also come under Protection of Children Act 1999. Therefore employees can not be forced to be subject to CRB checks It is not a criminal offence not to use these safeguards but such safeguards could be a defence in any subsequent legal action. This Act also states that: • If an individual who is disqualified from working with children knowingly applies for, offers to do, accepts or does any work with children, or become disqualified while working with children, they must inform their employer and cease working with them immediately • If an individual knowingly offers work with children to, or procures work for, an individual who is disqualified from working with children, or allows an individual to continue in such work. Aimed at individuals not organisations • It is a criminal offence for a convicted sex offender to seek employment be appointed to work with children • It is a criminal offence if an employer does not take sufficient measures to determine whether a potential employee is unsuitable to work with children and gives a job to someone who is unsuitable, particularly if the appointment is to a regulated position.	
The Learning and Skills Act 2000	Section 114. - (1) The Secretary of State may provide or secure the provision of services which he thinks will encourage, enable or assist (directly or indirectly) effective participation by young persons in education or training.	This covers provision of services under the Aimhigher umbrella and has particular relevance in the Children Act 2004 'duty to co-operate'.
Education Act 2002	Section 175 of the Education Act 2002 places a duty on local education authorities, governing bodies of maintained schools and governing bodies of further education institutions to safeguard and promote the welfare of young people.	Mandate for implementing safeguarding procedures within education services.

LEGISLATION/GUIDANCE	KEY FACTS	RELEVANCE
Sexual Offences Act 2003	Introduces the notion of 'abuse of trust'. It is an offence for anyone working with young people (teacher, student mentor, academic staff etc.) over the age of 18 to have a sexual relationship with a young people under the age of 18 who are in full time education. This applies even if the relationship is consensual and if the person does not teach the young people but works in the same institution where the activities are taking place. This is because the person is in a position of trust and the young person may be vulnerable to exploitation.	Staff conduct Disciplinary procedures Duty to report a suspected criminal offence.
The Children Act 2004	Names five areas of wellbeing for children: being healthy, staying safe, achieving and enjoying, economic well being, making a positive contribution. Places a duty to co-operate to improve well being on children service providers within local authorities of which "a person providing service under section 114 of the Learning and Skills Act 2000" is included and the Learning and Skills council itself is named as a service provider. All children's service areas must form a Local Safeguarding Children Board (replace ACPCs) LSCBs are a statutory body and are accountable for safeguarding practices in their area.	Staying safe, includes safe from harm which has bearing on safeguarding practices. Achieving and enjoying relates directly to improved educational chances and attainment. Mandate to implement organisational safeguarding practices, Child in Need of Protection policy and procedures. Aimhigher activities are covered by section 114 of the Learning and Skills Act 2000.
Working Together to Safeguard Children 1999	Produced by the Home Office, Department of Health, Department for Education and Employment. All organisations providing activities or services for children should have guidance and procedures to ensure that relevant enquiries about concerns of abuse are undertaken. Provides a framework for co-operation between agencies where there are concerns about a child's welfare.	Child in Need of Protection procedures. Knowing who to contact and what to expect.

LEGISLATION/GUIDANCE	KEY FACTS	RELEVANCE
What to do if you're worried a child is being abused (DfES 2003)	Complements Working Together to Safeguard Children. It provides flow charts, action plans and timeframes for all professionals who work with children and young people and who have concerns for their welfare. Identifies levels of responsibility. Supersedes the circular 10/94, 'Protecting Children from Abuse: the Role of the Education Service'.	Formulating Child in Need of Protection procedures. Knowing what to expect of other agencies. Knowing what to tell young people. **This is an important document and should read in conjunction with Aimhigher - Aimsafer.**
Safeguarding Children in Education (DfES 2004)	Provides a framework for educational establishments to discharge their duty to safeguard children. It divides the duty into two parts: • To make arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; • To make arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures and in partnership with local agencies.	**This is an important document and should read in conjunction with Aimhigher - Aimsafer.** Part one should be met through the HEI's organisational safeguarding strategy. Notwithstanding this, Widening Participation (WP) staff must ensure that they have taken steps to minimise risk of harm to young people taking part in WP activities both on and off campus. Part two addresses the need to have policy and procedures in place to respond to and report concerns about young people's welfare. The policy should form part of the safeguarding strategy and the procedures will be the operational responsibility of the WP team.

SECTION 2
Organisational Safeguarding

This section covers the first aspect of the duty to safeguard as outlined in the Joint Chief Inspectors Report 2002:

"Arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised" (Joint Chief Inspectors 2002:7)

We have called this aspect *organisational safeguarding* and have taken the different elements of this to include:

1 Recruitment and Selection
2 The Criminal Records Bureau
3 Training
4 Whistleblowing
5 Complaints
6 'Safe' People
7 Designated Safeguarding Officer
8 Involving Young People
9 Monitoring and Review

> **None of these elements in isolation will safeguard young people, but collectively they help to detect and deter those who may perpetrate harm on young people.**

SECTION 2:1
Recruitment & Selection

All entry points into the institution are opportunities to detect and deter those who wish to harm young people and those who do not have an aptitude to work with young people.

The findings of Sir Michael Bichard's Inquiry into the practices that allowed Ian Huntley to work in a position of trust with young people highlighted the importance of rigorous recruitment and selection.

"…(it is vital for) employers to undertake rigorous recruitment and selection processes – not least because of the concern that many abusers and potential abusers do not have criminal convictions or even intelligence retained about them." Bichard Inquiry Report 2004.

This section aims to promote opportunities to rigorously select the most suitable candidates whilst ensuring that all are afforded every chance to promote their skills and competence.

The individual elements of recruitment and selection do not in themselves protect institutions from employing people unsuited to working with young people.

Policies and Procedures

Rigorous recruitment and selection practices for positions work with young people should be part of an overarching Human Resource (HR) strategy. Recruitment and selection policies should state how the institution intends to engage staff and a safeguarding ethos is central to this.

It is essential that stringent processes are applied consistently to the recruitment and selection of all those seeking work that brings them into close contact with young people.

> **HR should be involved in the recruitment and selection of all Aimhigher and Widening Participation (WP) staff. The same rigorous procedures should be in place for all staff who will be working with young people up to the age of 18 years old.**
>
> **Aimhigher/WP staff can be responsible for the recruitment of student mentors.**

Recruitment and Selection Procedures

Table 2 lists the elements of a robust selection procedure for both staff employed to work with Aimhigher/WP and for student mentors.

It is best practice to consult with HR about these processes in order to check whether the institution has compatible practices and to ensure that the Widening Participation team is not managing these processes in isolation.

Table 2: Recruitment and Selection

TASK	PROCESS
Prepare job description	Define key tasks and core skills (person specification). Consider what qualifications and qualities would be most suitable for each position (see section below, student mentors). Identify who will come into contact with the young people taking part in the activities. Determine those who will be in close or intense contact. Identify whether the post constitutes a 'regulated position' under the Criminal Justice and Court Services Act 2000 *(see section 1)*.
Publicity/marketing	All publicity should clearly state that the position involves working with children. Vacancies should be widely publicised to attract a diverse pool of applicants. For student mentors this could be on campus notice boards, through the student union, Aimhigher website.
Application form	To include: • Personal details • Past and current work/volunteering experience • Personal statement to address person specification • Copy of Child in Need of Protection policy to be included in application packs and that this should state that the position involves an enhanced CRB disclosure • Two work or education based referees (not family members) • It can be useful to ask student mentors to attach a photograph to facilitate accurate decision making.
Identification	Request photographic evidence to support identity – passport, driving licence.
Qualifications	Request to see original qualification certificates.
Face to face interview & selection	Selection processes can involve role play, task setting, group exercise and interview. Young people can be usefully engaged in selecting staff (see section 2:8). At least two people should form an interview panel. Interviewers should have undertaken safeguarding training and hold a current enhanced CRB check. One interviewer should be a Designated Safeguarding Officer (DSO) for the institution (see section 2:7). Interviews are an opportunity to: • Expand on gaps and strengths demonstrated in the application form • Explore values and attitudes to working with children • Discuss the Child in Need of Protection policy and code of conduct • Question gaps in employment history and/or frequent changes in employment/education.

TASK	PROCESS
	Value based interviews stemmed from the many reports in to abuses in institutional care. They are a useful method of ensuring that the values and attitudes of the institution, match those of prospective employees. Some examples of value based questions are: • Describe an incident which demonstrates your commitment to protecting and safeguarding a child or young person • Give an example of how you have changed your practice as a direct consequence of listening to a child or young person • What do you consider to be some of the difficulties with regard to adult power and children and young people?
Vetting: References	Obtain two written references from people who are not family members. Pre-written references are not acceptable. Referees should ideally have first hand knowledge of a candidate's work with children. All referees should be asked to comment on a candidate's **suitability** to work with children. Referees should be contacted by telephone to follow up information or clarify their validity.
Vetting: Informing successful candidates	Letters to successful applicants who have undertaken the full recruitment and selection process must clearly state that their involvement is dependant on satisfactory references and a clear enhanced CRB check.
Vetting: CRB	Once a candidate has been selected they must submit information for an enhanced CRB check. An enhanced check (with all correct boxes ticked) will gather information from the police, list 99 and the PoCA list (see section 2:2). **HR** should check original documentation submitted for staff members involved in Aimhigher/WP activities. Widening Participation staff or other senior members of the HEI team can check the original documentation submitted for the CRB forms of student mentors. **HEI Widening Participation (WP)** staff or other senior members of the HEI team must **NOT** check either WP or other staff members involved in the activities. This is to avoid any conflict of interest.

Sample qualities for student mentors

The table below is designed to assist the selection of mentors who bring the best qualities and values for working with young people.

Table 3: Student Mentors – Qualities

QUALITY	RELEVANCE
Diverse life experiences	Mentors should reflect a wide variety of backgrounds, experiences, ages, ethnicity, religions. They should be able to share and relate to the importance of individuality and diversity with young people. Refugee and asylum seeking young people may be especially vulnerable. Engaging student mentors who speak a mother tongue language is a proactive way of supporting these young people.
Patience, tolerance and perspective	Some young people may demonstrate poor social skills, emotional difficulties, feelings of loneliness, fear and a negative self-perception. Therefore it is important in the interview to ask questions or devise role plays to elicit strategies and attitudes to managing different behaviours.
Flexibility	To be able to respond to the young people in ways that allow them to find solutions to their own behaviours in different settings. To enable potential to be encouraged and developed.
Empathy and commitment	Some participants may have experienced difficulties in either the school or home environment, which may affect their abilities to form positive relationships or participate. Therefore mentors must demonstrate commitment to the young people and the activities as well as an appreciation that this might not be so easy for the young people to reciprocate.
Respect	Mentors must be positive role models for young people. Therefore they must be able to demonstrate respect for both people and process (negotiation, communication) in Aimhigher/WP activities.

SECTION 2:2
The Criminal Records Bureau

Institutions that employ staff or volunteers to work in regulated positions with young people are required by law to make reasonable efforts to ensure they are suitable for the position. This includes new employees and existing staff.

Checks with the Criminal Records Bureau form part of these efforts.

- The Criminal Records Bureau provides information but does not make judgements about the information or recommendations about suitability for positions in individual organisations

- The CRB website/helpline can assist decision making about who in your institution should have a CRB check and at what level (see legislation and guidance)

- An enhanced CRB check should reveal criminal cautions and convictions, whether the applicant is on either List 99 or PoCA, and police intelligence that may suggest cause for concern (see legislation and guidance)

- List 99 checks are only acceptable as part of enhanced CRB disclosure – they should never be accepted on their own

- Decisions about suitability must be made on a case by case basis in conjunction with HR's risk assessment process when necessary.

Developing a process for implementing and evaluating Criminal Records Bureau disclosures

It is imperative that clear and consistent processes are established to ensure that:

- Relevant people have a CRB check

- Appropriate staff are responsible for verifying documentation

- There is a process for risk assessment of cause for concern

- Information is evaluated fairly

- Secure systems are in place for ensuring relevant people have the correct information about employees/potential employees.

Table 4 can be used to identify what processes are in place and what work is needed to complete the process.

Table 4: Criminal Records Bureau checklist

TASK	ACHEIVED	STEPS TO COMPLETION
Inform all staff about the CRB process via information leaflet or briefing.		
Identify a HR colleague to act as liaison and advisor for student mentor CRB checks.		
System to monitor regular renewal of CRB checks (2/3 years).		
HR responsible for staff CRB checks – (Aimhigher/WP staff should not be responsible for vetting peers).		
Relevant Aimhigher/WP staff have clear systems in place to complete student mentor CRB check.		
All staff responsible for verifying CRB applications and documentation have appropriate training and guidance.		
Establish joint system with HR for managing any disclosures that give cause for concern (risk assessment). Do not make decisions about suitability/risk on your own. e.g. • Original documentation • A worrying self disclosure e.g. a criminal offence • An offence or grave cause for concern highlighted by the CRB.		
Undertake a risk assessment with HR who should have access to policy/advice if the CRB disclosure gives cause for concern.		
HR should establish a secure feedback process to inform the appropriate member of the Widening Participation team of the unsuitability of university staff to work with young people.		

Preparing for Criminal Records Bureau disclosures

It is not uncommon for individuals to become anxious about the Criminal Records Bureau (CRB) process regardless of whether they have any pertinent convictions or cautions. It is important that adequate information is provided to employees/potential employees (including mentors, contractors etc.) about the institution's procedures and what information the CRB may disclose.

The sample leaflet below provides information for those who may be subject to CRB checks.

**Safeguard University
Enhanced CRB checks**

- All those who work with young people on projects such as Aimhigher have to submit an enhanced CRB form

- Human Resources (HR) are responsible for managing submissions from academic staff and those staff who are directly employed by the university e.g. security, accommodation. HR will verify and photocopy original documents

- Senior members of the Aimhigher/WP team are responsible for managing submissions from student mentors and external facilitators. They will verify and photocopy original documents

- CRB checks will be resubmitted every 2 years.

What information will the CRB pass on and who will see this?

- The CRB will send the disclosure information directly to you. This may include: drugs cautions, driving convictions, whether you are banned from working with children, or have been the subject (but not convicted) of police investigations, which may be relevant to your suitability to work with young people

- The CRB will send a copy of the information to HR (for all university staff submissions)

- If you are a student mentor or an external facilitator you must show this to the named person at Safeguard University in order to be considered to take up Aimhigher/WP activities.

What action can the University take following a CRB disclosure?

- If the disclosure reveals cause for concern you will be asked to meet with HR (university staff) or the DSOs in the Widening Participation team (student mentors and external facilitators)

- You may be assigned to non-contact duties with young people until a thorough assessment of the information has been completed.

Names and contact details of relevant persons

- HR
- Lead Designated Safeguarding Officer
- Designated Safeguarding Officers
- Widening Participation Co-ordinator (if not a DSO).

SECTION 2:3
Codes of Conduct

Both staff and participants may be in a position or situation to harm or abuse others or behave inappropriately. Therefore it is best practice to have written codes of conduct for everyone involved in work with young people. Participants should also have a code of conduct, elements of which may be shared with the code of conduct for staff.

Why have a code of conduct for staff?

- It can deter anyone who wishes to harm a young person from seeking employment in the institution

- It provides guidance for everyone about acceptable and unacceptable behaviours with young people

- It can be used to identify staff and student mentors who need further safeguarding training

- It can be used to identify staff and student mentors who are not suited to working with children and need to be referred to the institution's disciplinary procedures

- It can be included in contracts with external facilitators and contractors (caterers, DJs, entertainers, guest speakers). Failure to adhere to this could result in termination of contract.

Why have a code of conduct for participants?

- To benchmark acceptable behaviour towards peers and staff

- To ensure that participants are aware at which point sanctions will be put into place

- To promote respect, self-discipline and self-control

- To raise participants' self esteem and self-confidence

- To encourage responsibility for behaviour and its consequences

- To encourage the individual participant to recognise and respect the rights of others

- To encourage co-operation at all times in all situations

- To promote the values of honesty, fairness and respect

- To anticipate and resolve conflict.

How to devise a code of conduct

Whilst it may be quicker and appear easier for co-ordinators to draw up codes of conduct, it is always best practice to involve staff and participants when devising them. This is because:

- They may have ideas that would otherwise not have been included

HR should advise on the relationship between the code of conduct with conditions of employment and institution disciplinary measures. They MUST be consulted about its use with prospective and existing staff.

- It gives a sense of ownership to the end product

- It forms part of a dissemination/training process.

Table 5 defines the elements to developing a code of conduct. This same process can be used with participants. It may not be practical to involve every member of staff or every cohort of young people setting the code, but some element of participation is essential during both code setting and review.

Table 5: Developing a Code of Conduct

TASK	PROCESS/INDICATORS
Identify which 'staff' members need a Code of Conduct	Who has contact with young people? What will be their level of involvement/contact? Who will be identified as a 'safe person' to young people? *(see section 2:6)*.
Identify areas for inclusion in Code of Conduct	Form focus groups at different levels of seniority in the institution and from different functions. Form focus groups with young people. Identify the range of activities and potential challenges and risks.
Draw up Code of Conduct	Disseminate written codes. Ask staff, students and contractors to sign a Code of Conduct.
Dissemination	Code of Conduct should be included in all induction training for those who will come into contact with young people. Existing staff should be briefed and trained in Code of Conduct (those not included in focus groups). All contractors and external facilitators should be sent a Code of Conduct with contracts or service agreements.
Review	Codes of conduct should be reviewed annually (as part of team development sessions). Codes of conduct should be reviewed if a new service activity is developed.

What should be included in a code of conduct?

A code of conduct should be concise and relevant to both task and person. The table below can be used to help identify the elements that should go into a code of conduct for staff, external facilitators, participants and any other stakeholders.

Table 6: Code of Conduct

WHAT TO INCLUDE	WHY	EXAMPLE
Values and principles	Sets out clearly the reasons for having a code of conduct. Ensures individuals understand why it is important that they must abide and adhere to the code of conduct.	Safeguard University wishes to ensure that everyone who takes part in activities, as staff or participants, understands the boundaries of appropriate behaviour. We encourage positive role modelling and make appropriate sanctions for breaches of the code of conduct.
How equality issues and individual needs are addressed and supported	Supports the institution's diversity and equality policies. Incorporates an understanding of cultural difference in respect of behaviour e.g. body language, responses. The individual may not be the problem….it is their behaviour that presents a challenge. Recognises that some individuals may have difficulties understanding the effect of discriminatory behaviour.	Treat everyone with fairness and respect and provide an example that you would wish others to follow.
The role of parents/carers	Encourages and welcomes parental involvement. Parents/carers should be regarded as valuable partners in promoting positive behaviour. Parents should be involved appropriately should their child be the subject of behaviour sanctions.	Parents and carers must support the code of conduct and support staff that may impose sanctions. Parents and carers must make arrangements to collect their child if necessary.

WHAT TO INCLUDE	WHY	EXAMPLE
A sanction system with clear guidelines	Encourages individuals to take responsibility for the consequences of their behaviour. Ensures a consistent and fair response to inappropriate behaviour.	If young people take drugs then parents/carers will be informed and they will have to leave the project immediately.
A proactive approach to prevent undesirable behaviour (do rather than don't)	A focus on positive measures is more effective than focussing on negative measures. Promotes and maintains good standards of behaviour. Promotes positive support of peers or colleagues. Provides good role models because young people learn from adult behaviour.	If young people's behaviour jeopardises the safety of others they will be given opportunities to modify their behaviour. If the behaviour continues they will be asked to leave the project. Behaviour that breaches the code of conduct may result in disciplinary measures. Treat everyone with fairness and respect. Act as a good role model. Challenge any unacceptable behaviour. Report all allegations or suspicions of abuse. Remember that your actions may be misinterpreted no matter how well intended. Avoid situations where there is only one adult/staff member present. Leave the door open if you find yourself in a room alone with a young person/staff member. Do not show favouritism to any participant. Young people can tell a 'safe' person if they feel concerned or anxious about anything or anyone.
Specific elements relating to bullying	It is important to give a clear message that bullying will not be tolerated. Victims and bullies sometimes need help to identify what behaviour constitutes bullying.	Do not make derogatory remarks about others' appearance, race, culture, sexuality, gender or disability. Bullying is misuse of power and includes: • Physical assault: kicking, hitting, punching, pinching, spitting etc.

WHAT TO INCLUDE	WHY	EXAMPLE
		• Emotional abuse: ignoring or isolating others, name calling, making fun of others, pulling faces and use of sarcasm etc • Unwanted physical or sexual contact • Mobile phones and internet chat rooms can be used as vehicles for bullying.
Guidance on sexual relationships	Sexual activity may be a criminal offence (under age participants and abuse of trust). Respect for cultural and religious diversity. To avoid the potential for coercive sexual activity and allegations of coercion.	Even if you have an existing relationship with another student mentor, you must not be physically demonstrative whilst on duty. e.g. holding hands. Relationships between student mentors and participants are strictly forbidden (during or after the project) and may be an abuse of trust which may constitute a criminal offence *(see section 1)*. Sexual relationships between participants are forbidden even if it is an existing relationship.
Guidance on behaviour in accommodation (residential activities)	To reduce the potential for sexual activity. To respect privacy. To reduce the potential for bullying. To reduce the potential for allegations of abuse. To respect culture, religious diversity and individual values.	Respect individual's right to privacy. Do not enter anyone else's bedroom except in an emergency. In the event of an emergency ensure someone accompanies you. Adhere to the procedures for supporting young people with disabilities.
Guidance on drugs and alcohol	Buying or selling drugs or alcohol may be a criminal offence. To respect culture, religious diversity and individual values.	Smoking is not allowed during any activity. Staff and those over 16 may smoke during free periods and only in designated areas.
Contact details	To prevent the potential for abuse of trust.	Student mentors and staff are not allowed to give personal phone numbers, email or home addresses.
Photography and video/digital images	To support the Child in Need of a Protection policy.	Photographs or videos must not include any participant unless authorised by the appropriate member of staff. This includes the use of camera phones.

Breaches in the code of conduct

A code of conduct is only useful if it forms part of a process for signposting staff or participants into appropriate support, or ultimately preventing contact with young people. Everyone who signs a code of conduct should be made aware of the possible consequences for breaches of the code. External contractors and facilitators should be made aware that their contract could be terminated/cease to be renewed for any breach in the code of contract.

Staff

- Any sanctions for staff must be prepared in consultation with HR and considered for inclusion in the institution's disciplinary procedures

- If there is concern about breach of the code of conduct there must be an immediate assessment of whether the breach constitutes:

a) a threat to a child

b) an abuse of trust

c) a threat to the good name of the institution.

- Any of the above must be referred to HR and senior management for advice. They will be party to subsequent decisions about referring to Social Services and/or the police and suspension under the institution's disciplinary code

- If there is police and/or Social Services involvement, any internal investigation must be conducted in consultation with the police so as not to prejudice any criminal inquiry

- If the breach is not thought to represent any immediate threat, there must still be recourse to the institution's disciplinary code as this may meet the thresholds for a warning (written or verbal)

- Managers must also consider whether the member of staff lacks awareness of appropriate behaviour and can be put forward for training or mentoring to address any deficit.

External contractors and facilitators

- If there is concern about breach of the code of conduct there must be an immediate assessment by the principal Designated Safeguarding Officer of whether the breach constitutes:

a) a threat to a child

b) an abuse of trust

c) a threat to the good name of the institution.

- The principal Designated Safeguarding Officer must liaise with the lead designated officer if any of the above applies

- The lead Safeguarding Officer will be party to subsequent decisions about referring to Social Services and/or the police

- For any breach of the code, the contractor or facilitator's employer must be notified (if applicable)

- A decision must be made (depending on the gravity of the breach) whether to terminate or not renew the contract

- A record must be kept of any terminations of contract in case of future changes in staffing.

Participants

All staff working with young people must be made aware that some young people behave inappropriately as a bid for adult attention. Staff must also be aware that how they respond to the situation could reinforce the behaviour.

- The most appropriate sanction for minor offences to the code of conduct should be a reminder about the code of conduct given by the staff leader or WP team member

- The participant should be given the opportunity to reflect, thus enabling them to plan a positive response, with support from either mentors or WP staff. The majority of participants will make the right choice at this stage

- Having followed the above step, should the young person continue to exhibit inappropriate behaviour they should be referred to the identified member of staff who will give a formal warning. They should also identify any supportive interventions

- This should be recorded in the discipline book that should be kept in the WP office

- Should the behaviour persist, they should then be referred to a more senior member of university staff

- Parents should be informed at this stage to make arrangements to collect their child from campus.

Gross misconduct

On very rare occasions participants' behaviour may constitute gross misconduct. Such behaviour is disruptive to everyone and potentially dangerous for all involved in projects and initiatives.

- A senior member of the university should contact parents to make arrangements to collect their child from campus

• This should be recorded in the discipline book

• Where there is actual or suspected abuse or significant harm to another young person then the Child in Need of Protection procedures for the DSO must be followed

• Assaults on staff should follow the HEI's procedures.

Examples of gross misconduct are:

• Sexually harming another young person or adult

• Physically harming another young person or adult

• Serious emotional abuse or bullying another young person or adult

• Persistent loud swearing when all steps to improve the situation have failed

• Persistent refusal to obey instructions after all steps to improve the situation have failed

• Seriously damaging property or throwing furniture

• Threatening and aggressive behaviour after all steps to improve the situation have failed

• Intimidation of peers

• Racial/sexual harassment (after all steps to improve the situation have failed)

• Stealing property and refusing to return it

• Serious fighting resulting in injury.

Criminal Records Bureau Disclosure and/or Code of Conduct

It is not always possible to conduct CRB checks on everyone who will come into contact with young people. For example, some guest speakers or DJs will not have CRB disclosures but will have access to participants and opportunities to take advantage of their positions of trust. Issuing codes of conduct with copies of the child protection policy statement and procedures represents an additional safeguard for both adults and participants.

Compliance with the code of conduct can be included in contracts as a condition of employment.

Once activities and staffing have been established, it is then necessary to scope who will have contact with young people and to what extent. From this you should identify who needs to have:

1. CRB check and code of conduct

2. Code of conduct.

Table 7 can be used as a checklist of staff who need to have CRB and/or code of conduct.

Table 7: Code of Conduct/CRB Checklist

	ENHANCED CRB	CODE OF CONDUCT	CHILD IN NEED OF PROTECTION POLICY STATEMENT & PROCEDURES
Academic staff Name and designation Name and designation			
External facilitators Name and designation Name and designation			
Security [1] Name and designation			
Accommodation Name and designation			
Catering Name and designation			
Transport (mini bus drivers, taxi drivers etc) [2]			
Parents/Carers			
Event organisers [3]			
Other (please state)			

[1] It may constitute a criminal offence if external security staff are not registered with the Security Industry Authority (SIA).

[2] Many coach and taxi firms are aware of their responsibility in safeguarding and protecting young people and have drivers who have CRB checks. Ensure that you only use reputable firms. Local Education Authorities often have lists of reputable firms.

[3] The Child in Need of Protection policy statement and brief code of conduct should be included in university literature to external conference organisers.

SECTION 2:4
Training

Dealing with child abuse is rarely straightforward and only in limited circumstances will there be clear indications that a child has been abused. In most situations the signs will not be evident. The person listening to a disclosure or who has a cause for concern will need to have a working knowledge of the 'Child in Need of Protection Procedures' in order that they can take action quickly and with confidence (see section 3).

Having responsibility for safeguarding and Child in Need of Protection issues can sometimes be daunting especially if the person has no previous experience of this area of work. However, it is very important for all those working with young people to be aware of all aspects of these responsibilities even if they find it upsetting, depressing or alarming.

> **Training and guidance are key elements for the successful implementation of safeguarding practices.**

Identifying Training Needs

It is important that those who come into contact with young people are equipped with adequate skills to safeguard both the young people and themselves.

Training can take the form of:

• Briefings

• Training events

• Online or distance learning

• Consultations

The table below should be used as a guide to inform safeguarding training and dissemination strategies for each activity with young people. It illustrates which elements of safeguarding training are relevant to specific roles and why.

Table 8: Roles and Levels of Training

POSITION	RATIONALE	TYPE OF TRAIINING
Designated Safeguarding Officer	The Designated Safeguarding Officer is the person with the responsibility to make informed decisions based on their understanding and knowledge of child abuse. They have the responsibility to respond to concerns about a young person. They may have their own concerns about their personal skills and confidence and the boundaries of their role. They may be required to provide guidance for others who may have been involved in the Child in Need of Protection process.	External training that includes: • Awareness Training[4] • Designated DSO Training • Refresher training every two years.
Widening Participation staff	To provide a safe environment for young people. To be able to identify young people suffering from significant harm. To be able to take appropriate action to safeguard young people. To provide guidance and support for student mentors in the absence of others.	Awareness Training. Child in Need of Protection procedures. Code of conduct consultation/briefing.

[4] This can be formal group child protection awareness training or distance learning such as Educare (see section 4)

POSITION	RATIONALE	TYPE OF TRAIINING
Student Mentors	Training for mentors is also important to ensure that they are well prepared to understand and identify the diverse range of issues that the young people may bring with them or share. To respond appropriately to cause of concern or disclosures of abuse.	Awareness Training. Child in Need of Protection procedures. Code of conduct briefing.
Security	Security staff should be designated 'safe' people. To know how to assist a young person in distress. To know who to contact.	Awareness Training. Child in Need of Protection procedures.
External facilitators/contractors	Whilst they may not have unsupervised access to young people and it is unlikely they would have the chance to abuse a young person during the activity, their position affords opportunities to initiate grooming processes.	Code of conduct consultation/briefing.
Academic staff	This is the same as Widening Participation staff.	Code of conduct/briefing. Awareness training. Child in Need of Protection procedures. Code of conduct. Consultation/briefing.
Accommodation	Whilst accommodation staff are not engaged to work directly with young people, their jobs bring them into regular contact with the participants. Accommodation staff should be afforded the same opportunities as other staff to know how to behave around young people and how to respond if they are in distress.	This will be dependant on the level of contact with the participants. **Domestic/cleaning staff.** • Code of conduct/briefing. **Staff on 'specific duties' with the participants in the accommodation blocks.** • Awareness training • Child in Need of Protection procedures • Code of conduct/briefing.
Other (please state)		

Developing safeguarding training

The table below breaks down the different elements of safeguarding training. It can be used to assist the development of training packages to fit differing levels of need within activities with young people.

Table 9: Elements of Safeguarding Training

TASK	PROCESS	RELEVANCE
Group confidentiality and support	Advise group that the programme can raise personal issues and involves discussion of sometimes distressing material. Remind group that this may affect group members differently and some may have experienced child abuse. Explain that names must NOT be attributed to comments outside of the room nor must they discuss confidential material.	Prepares training group for the demands of the programme. Duty of care.
Legal framework	Demonstrate brief overview of relevant acts and guidance (see section 1).	People often feel uncomfortable taking action if they have no assurance that there is legal backing for their actions.
Indicators of abuse	Provide definitions of abuse and their likely signs and indicators. Use video footage, case studies and discussion.	Staff need to know what they are being asked to look out for. It is important that staff are aware of barriers.
Barriers	Demonstrate barriers to disclosing abuse for children and young people. Demonstrate barriers to reporting. Discuss diversity, disclosure and responses.	The diversity and equality aspects of failure to disclose, notice, believe and respond are vital elements of any Child in Need of Protection training.
Handling a disclosure	Give advice about how to respond to the young person. Role play and group discussion.	To prepare staff to manage disclosures in ways that are supportive of the young person.
Confidentiality	Demonstrate principles of confidentiality in Child in Need of Protection situations. Use examples. Establish that there can be no secrets when young people are at risk of harm.	To prepare for a culture that respects a young person's rights to have confidence in staff and their right to be protected from harm.
Child in Need of Protection procedures	What to do if a concern arises. Step by step guidance about lines of reporting, decision making and accountability.	Staff need succinct and unambiguous processes to follow to avoid panic and confusion.

TASK	PROCESS	RELEVANCE
Roles and responsibilities	Describe roles and accountability within the HEI. Describe roles and accountability in other organisations, schools, social services. What to expect of colleagues, managers and other agencies. Use role play and case studies to demonstrate.	Staff must have knowledge of internal and external systems in order to have confidence in their actions. They must be able to explain what might happen to young people who are the subject of concern.
Codes of conduct	Explain the use and purpose of a code of conduct. Reiterate abuse of trust. Use role play and group discussion to demonstrate.	Staff must have confidence that codes of conduct are of benefit to the team and are not a constraint.
Safeguarding agreements	Signed copies of: • undertaking to act upon concerns about young people's welfare • code of conduct • safeguarding handbook.	Evidence of good safeguarding practice. Disciplinary or performance review.
Support	Child in Need of Protection training can raise anxieties or bring back memories for participants. They must be offered support during and after training.	Duty of care to employees. Promotes effective safeguarding practices.

Training checklist

The following checklist can be used to ensure that all stages of the training process are complete. This should be adapted to fit individual institutions and is not in itself a pro-forma.

Table 10: Training Checklist

TASK	ACHEIVED	STEPS TO COMPLETION
Identify who will have contact with young people (see stakeholder chart).		
Identify who needs to undertake safeguarding and Child in Need of Protection training.		
Identify the type of training for each level of contact and any variations.		
Ensure that relevant managers are aware that identified staff who have not received any safeguarding training will not be allowed to work with young people.		
Ensure that staff/student mentors who have attended safeguarding training in previous jobs show relevant original certificate and/or gain confirmation from previous employer.		
Ensure that staff/student mentors are briefed on the Child in Need of Protection procedures and undertake the **complete** training programme appropriate for their level of involvement.		
Ensure a maximum of 20 trainees for each training session for effectiveness and to provide a supportive environment.		
Ensure trainers are suitably experienced and/or have a good understanding of issues likely to be raised.		
Ensure staff/student mentors receive clear concise training handouts.		
Ensure all those identified as requiring training have completed all relevant modules.		
Register staff/student mentors who have attended safeguarding training for refresher training.		

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SECTION 2:5
Whistleblowing

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What is whistleblowing?

Whistleblowing is an important aspect of a safeguarded institution whereby staff, student mentors and volunteers are encouraged to share genuine concerns about a colleague's behaviour in confidence, with a Designated Safeguarding Officer, line manager or senior manager.

Why have whistleblowing?

Working with vulnerable young people places staff and volunteers in positions of power. In order to retain the trust of those we seek to inspire, it is essential we take all reasonable steps to ensure this power is exercised responsibly.

There may be situations whereby staff, student mentors or volunteers have genuine concerns about the conduct of a colleague towards a participant.

Staff, student mentors and volunteers have the right and the responsibility to raise genuinely held concerns about abuses of power and trust by colleagues.

Whistleblowing should be part of transparent work practices and is not intended to set up mistrust or suspicion among staff and volunteers.

Role of Human Resources

HR has a central role to play in the management whistleblowing procedures because they would normally:

- Take a central role in advising on any subsequent investigation

- Be responsible for advising on any processes whereby a staff member may be subject of a disciplinary or suspension procedures

- Be responsible for advising on action regarding malicious allegations

> **A senior or lead HR Manager should be a Designated Safeguarding Officer and should receive concerns about staff, unless the concern is about the Head of HR. In this eventuality a more senior member of staff such as a Pro Rector must be notified.**

What should a whistleblowing procedure contain?

Whistleblowing procedures should be concise and easily understood by all members of staff. Genuine whistleblowers should have confidence that their concerns will be taken seriously and acted upon in a consistent manner without any negative redress.

The following is an example of how whistleblowing can work:

- Concerned staff should approach their line manager or Designated Safeguarding Officer in the first instance

- If the complaint is about the line manager or Designated Safeguarding Officer a senior manager or managers within the institution should be responsible for receiving concerns

- If the concerned staff member requests anonymity, every effort should be made to accommodate this

- The receiving officer should meet with the concerned staff member as soon as possible after the concern is raised, away from work premises if necessary

- The matter should be investigated in conjunction with Human Resources within a discrete time period (28 days)

- Processes must also be in place for managing malicious concerns.

Examples of concerns

The behaviour may not be child abuse but it may be transgressing the code of conduct or pushing boundaries beyond normal limits.

- A team member elects to take young people out on their own, is quite senior and has worked in the institution for many years

- A team member goes into participants' bedrooms to tuck them up at night

- A team member is seen in town with a participant.

None of the above behaviours are evidence of abuse but should always be viewed as inappropriate practice and should be addressed.

SECTION 2:6
Complaints

It is important for institutions to have processes for responding to complaints from young people, staff, parents or carers.

HR should always be consulted when the complaint raises concerns about the inappropriate behaviour in regards to a member of staff to a young person.

Everyone involved in Aimhigher/WP activities must be made aware of their right to express concerns, the existence of a complaints procedure and their right to use it.

The procedure should include:

• What constitutes a complaint

• How a young person could make their concern known and any advocacy provision

• How parents, carers or staff can make their concern known

• To whom a complaint can be made

• Who has responsibility for responding to complaints

• How records will be kept

• Action to safeguard any young people as a result of the complaint

• Appropriate involvement of parents or carers where a young person is the complainant

• What concerns constitute involving HR

• Timescales for resolving the complaint

• How any changes to practice will be developed as a result of the complaint.

SECTION 2:7
'Safe' People

For some young people coming onto a large campus can be a daunting experience and it is important that they are aware of whom they can turn to if they find themselves in difficulty.

What is a 'safe' person?

A 'safe' person is someone who the young people can rely upon to help them in a difficult situation such as if they:

• Are lost

• Want to disclose that they are being harmed or abused

• Feel uncomfortable with a situation or person

• Are being bullied

• Are ill.

Who is a 'safe' person?

Young people need to be aware of who the 'safe' people are both on campus and on off site visits.

A 'safe' person must be easily identifiable to the young people.

• All 'safe' people should undertake at least the minimum level of basic Child in Need of Protection training

• All 'safe' people should have an enhanced CRB check.

Identifying 'safe' people

It is essential that young people, student mentors and members of staff are aware of who are 'safe' people and their contact details. These can take the form of:

• Posters

• Photographs

• 'What to do if…' flow charts

• Staff and student mentor identity badges

• Uniforms e.g. student mentors and security staff.

Details of 'safe' people and how they can be recognised should be on prominent display in all areas young people use. For example, in classrooms, reception areas, security, accommodation, and 'chill out' rooms.

University security staff

Security staff **must** be designated as 'safe' people. Many institutions have their own security procedures for dealing with an emergency, which prohibits individuals dialling 999 in an emergency. It is therefore imperative that security staff fully understand the procedures for dealing with a

young person up to the age of 18 years old who may be at risk of harm.

In order for the 'safe' person scheme to be effective the following measures should be put in place:

- 'Safe' people should be easily recognised by their photo ID badge (and uniform for security and student mentors)

- Everyone involved in activities, participants, student mentors and academic staff should wear a photo ID badge on a neck chain

- All participants' ID badges should have the contact details of 'safe' people on the reverse side

- There should be at least one dedicated Aimhigher/WP mobile phone available to staff

- There should be a rota of on-call staff and a minimum of one member of staff should be contactable at all times

- Student mentors and staff involved in the activities know who is the person 'on call'.

Stakeholder chart

The stakeholder chart can be adapted and used to identify stakeholders and any safeguarding activity. Place the activity or policy in the central box and fill the names or designations of people who have a stake in the outcome.

The chart below is to identify who are stakeholders in 'safe people' schemes.

STAKEHOLDER CHART
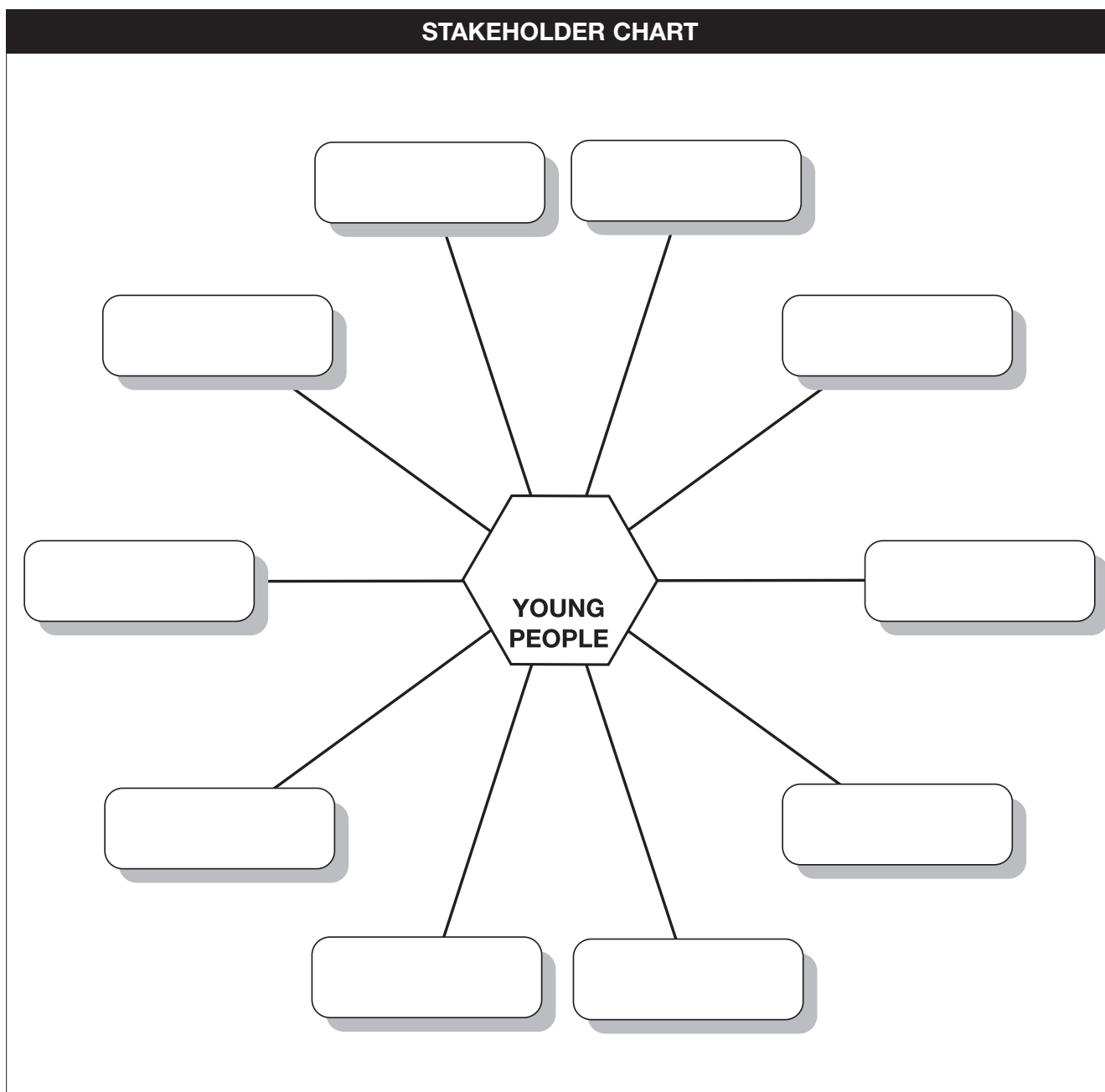
SECTION 2:8
Designated Safeguarding Officer

Whilst HEIs are not named in the DfES report *'Safeguarding Children in Education'* (2004), the report recommends two levels of Designated Safeguarding Officer; **strategic** and **operational**. We have therefore adapted this model to accommodate HEI structures and function and to ensure effective practice throughout the institution.

Lead Designated Safeguarding Officer – Strategic

A senior member of the HEI's management structure should take the lead responsibility for co-ordinating the whole institution safeguarding practice. Recommended areas of responsibility are:

- To be accountable for the institution's safeguarding practice

- Ensuring that safeguarding is afforded utmost priority at the most senior level within the institution

- Ensuring there is a staff structure and committee structure in place to fulfil safeguarding responsibilities

- Ensuring that funding and Human Resources are available to fulfil safeguarding responsibilities

- Ensuring procedures are in place for managing allegations against staff, Child in Need of Protection, whistleblowing and safe recruitment practices. This should include any press strategy

- Ensuring that secure records of Child in Need of Protection concerns are stored and shared appropriately

- To develop university wide procedures, practice and guidance for safeguarding that are compliant with Local Safeguarding Children Board procedures

- To create links with the local Social Services department children's service teams

- To create a network of principal Designated Safeguarding Officers

- Ensuring that monitoring review systems are in place to incorporate new guidance and legislation and to test out existing systems.

Designated Safeguarding Officer – Operational

It is vital that this position is adequately resourced and all institutions will require more than one Designated Safeguarding Officer at an operational level.

Aimhigher and Widening Participation activities will require a principal Designated Safeguarding Officer (usually the co-ordinator) and at least one other Designated Safeguarding Officer to provide support and cover for sickness, absence and the range of Aimhigher/WP activities.

Principal Designated Safeguarding Officer

The majority of the roles and responsibilities in 'Safeguarding Children in Education' (DfES 2004) are applicable to Aimhigher/WP activities. Those that are not relevant have not been included.

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies

- Act as a source of support, advice and expertise within Widening Participation when deciding to make a referral by liaising with relevant agencies

- Liaise with lead Designated Safeguarding Officer to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- They should be trained to identify signs of abuse and when it is appropriate to make a referral

- Have a working knowledge of how ACPCs (LSCBs) operate, the conduct of a Child in Need of Protection case conference or strategy meeting and be able to attend and contribute to these effectively when required to do so

- Ensure each member of staff has access to and understands the Child in Need of Protection policy especially new or part time staff who may work with different educational establishments

- Ensure all staff have induction training covering Child in Need of Protection and are able to recognise and report any concerns immediately they arise

- Be able to keep detailed, accurate and secure written records of referrals/concerns

- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the (Aimhigher/WP) Child in Need of Protection policy is updated and reviewed annually and work with the Lead Officer regarding this

- Ensure that parents see copies of the Child in Need of Protection policy, which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later (DfES 2004: 36).

Supporting designated officer

The DfES guidance does not cover this role. However, it is important to have a member of the team who can deputise for and support the principal role.

The supporting officer should attend the Designated Safeguarding Officer training and should be able to:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies

- Act as a source of support, advice and expertise within the team when deciding whether to make a referral by liaising with relevant agencies

- Recognise signs and symptoms of abuse and when it is appropriate to make a referral

- Have a working knowledge of how ACPCs (LSCBs) operate, the conduct of a Child in Need of Protection

case conference or strategy meeting and be able to attend and contribute to these effectively when required to do so

- Ensure that parents see copies of the Child in Need of Protection policy, which alerts them to the fact that referrals may be made, and the role of the establishment in this, to avoid conflict later. (DfES 2004).

Human Resources

Human Resources are central to good organisational safeguarding practice. They have a specific area of expertise in employment and contract law and advise on the institutional disciplinary and grievance procedures.

They will have close involvement with allegations against staff and whistleblowing. Therefore it is best practice to designate a senior HR manager as a Designated Safeguarding Officer. Their roles and responsibilities should match those of the Operational Safeguarding Officer (principal).

Training/Support Needs

All Designated Safeguarding Officers should attend child protection awareness training and specific designated person training. The combination of both should equip them with the skills to act as a resource, refer to external agencies when appropriate, and to be conversant with external child protection processes.

SECTION 2:9
Involving Young People

One of the most important elements of safeguarding is to ensure that young people and their parents or carers are involved in the safeguarding process.

Why involve young people?

Article 12 of the UN Convention on the Rights of the Child states that children and young people should be involved in making decisions that impact on their lives. The benefits of seeking the views of young people in safeguarding are:

- Open culture and environment

- Belief that the institution places importance on the care and welfare of young people

- Young people may feel valued and that they can speak out if necessary

- Young people may understand the reason for and benefits of safeguarding

- Young person friendly systems

- Young people have a sense of ownership of the safeguarding process

- Young people share ideas that would otherwise have been missed, thus enhancing the safeguarding process

- It can promote a better understanding and confidence in the safeguarding process.

How to involve young people

Young people can be involved in all aspects of devising and reviewing safeguarding practices. Many organisations involve young people in the selection process for staff.

Here are some key principles of good involvement:

- Preparation. Ensure that adequate time is allocated to the task, the young people's views on how best to manage their involvement are sought, and that they fully understand what is required of them. They should be provided with any written or other material in advance and provided with opportunities to go through it with staff member/student mentor

- All written materials must be in plain English and easy to read. Avoid jargon at all costs

- Ensure that there are opportunities for young people to share any concerns about the process with 'safe' people

- Ensure that provision is made for young people who have English as an additional language or for those who have special needs

- Provide incentives, snacks and refreshments – they should enjoy their experience

- Always inform them of the outcome of their involvement – the successful candidate at interview, the changes to the Child in Need of Protection policy, the new safeguarding posters.

How to involve parents and carers

It is good safeguarding practice to encourage parents and carers to take part in relevant activities, and to encourage them to ask questions about what their child should expect and how they will be safeguarded. Parents should be invited to contribute their views about Aimhigher/WP safeguarding practice and it is important that they fully understand their part in their child's experience of Aimhigher.

Parents and carers meetings, publicity material and letters are all useful ways of keeping them informed and involved.

In order to promote an open culture it is important to ensure that parents and carers:

- Are fully informed about the range of activities that the institution offers and where they will take place

- Provide written consent for all activities even if they have signed school consent forms

- Have copies of and understand the Child in Need of Protection/safeguarding policy statements

- Understand where the institution's responsibility of care to their child begins and ends. For example, how the young people will arrive and leave the activity

- Are provided with details of Designated Safeguarding Officers

- Are invited to contact staff prior to commencement, during and after completion of the project

- Are provided with interpreters if necessary

- Are given opportunities to discuss the safeguarding policy and practice

- Are provided with evaluation/feedback forms

- Are invited to relevant review and monitoring meetings.

SECTION 2:10
Monitoring and Review

Monitoring and review are vital aspects of good safeguarding practice. Not only because of the need to incorporate new legislation and guidance but to ensure that the systems in place continue to meet the needs of participants, parents and carers, staff and the institution.

Some institutions will have established safeguarding committees or boards. This group would usually commission monitoring and review and use the information to inform any requisite changes to practice. Widening Participation staff should identify how they can fit into any existing institution wide reviews. In the absence of wider initiatives, Widening Participation staff should set up their own monitoring and review process.

Monitoring can take the form of a paper audit of recruitment, selection and vetting procedures, or child protection referral and information form. This is to ensure that procedures are followed and can highlight training and development needs. Information from any monitoring process must be fed into a wider review of safeguarding policy and procedure.

- Monitoring should take place once a term

- In the absence of wider institution initiatives, Widening Participation staff could join colleagues from other institutions to compare and analyse results.

Review can include a paper review against new legislation and guidance but it is also an excellent opportunity to engage staff, student mentors and young people to elicit their thoughts and ideas. Involving stakeholders in this way can give a sense of ownership, and supports future training and dissemination activities. Focus groups, team days and slots in participants' timetables can be used to gain feedback on systems, help identify gaps and strengths and ensure that material is user friendly.

- Review should take place on an annual basis as a minimum

- In the absence of an institution wide review, Widening Participation staff could engage in peer review with colleagues in other institutions.

SECTION 3
Children in Need of Protection

Policies and procedures for Children in Need of Protection fulfil the second aspect of safeguarding and promoting the welfare of children:

"Arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies". (DfES, 2000)

This section provides guidance about the structure and content of child protection policy and procedures but does not provide samples. It is imperative that policy and procedures are tailored to individual HEIs and fit with those of the Local Safeguarding Children Board.

For many staff involved in Aimhigher and WP activities, child abuse may be a new and alarming concept. The purpose of having Aimhigher/WP policy and procedures is to ensure that everyone involved in Aimhigher/WP knows that child abuse or suspicions that a child is being abused must be reported on to appropriate agencies for investigation.

The prospect of writing procedures and policies for everyone to follow can therefore be especially daunting.

Who is responsible for writing and implementing a Child in Need of Protection policy?

Some HEIs may already have safeguarding strategies and Child in Need of Protection policies. If this is the case then the Widening Participation staff must ensure that the Aimhigher/WP policy and procedures (specific to Aimhigher/WP activities) fit with and are incorporated into those of the wider institution.

In the absence of an HEI policy, WP staff are responsible for writing and implementing Child in Need of Protection policy and procedures for Aimhigher activities. These should be circulated to HR and the most senior management within the institution.

'Children in Need of Protection' policy statement

The policy is a statement of commitment to acting on concerns about children's welfare. It informs everyone about the institution's commitment to safeguarding young people.

It should be a statement of commitment to practice that protects children and young people from harm. It is followed by a statement about how this will be achieved in order to act on concerns about children's welfare.

There should be a distinct 'Children in Need of Protection' policy statement (distinct from a generic safeguarding policy statement). It should be distributed to all staff, academics, administrative staff, accommodation, student mentors, contractors, all participants and their parents or carers to ensure that they are fully aware of the institution's commitment to safeguard young people and their duty to act upon concerns about a child's welfare.

The policy statement should convey:

- The institution's intention regarding protecting children

- Why it is has taken this position

- How it will fulfil this – sharing concerns with relevant agencies

- To whom it applies

- Confidentiality

- Brief definitions of terms

- Cross references to other documents and appendices

A policy statement should be succinct and accessible to the whole audience (staff, participants, parents etc). It should recognise the specific needs of young people with disabilities, minority ethnic and other groups in society that suffer discrimination and who might be especially vulnerable to abuse.

The policy statement should be widely circulated and must be given to parents, carers and young people. It is important that the policy is explained to them and they are fully aware that they can approach WP staff if they have any concerns about their own or another child's welfare.

Categories of concern about a young person's welfare

We recommend that definitions of child abuse and signs and symptoms should be included in appendices. They complement the policy but do not replace the Need for Child Protection awareness training.

The definitions below are brief and reproduced from the government guidance *'What to do if...'* (DoH 2004).

"Neglect *A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.*

Physical abuse *may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.*

Emotional abuse *is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.*

Sexual abuse *involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.*

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, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.*" (DoH, 2004: 3)

Child in Need of Protection procedure

Child in Need of Protection procedures provide step-by-step guidance on how to respond to a concern about a child's welfare.

Concerns may arise because:

- A young person discloses abuse
- There are suspicions or indicators that a young person is being abused

> **A Child in Need of Protection policy is ineffective if participants do not know it exists or how to use it.**

- There are observable changes in a young person's behaviour that may be related to abuse

- A young person may abuse another young person

- The behaviour of a member of staff towards a young people causes concern or there is suspicion that a staff member or volunteer is harming a child.

Elements of a Child in Need of Protection procedure

These should be easy to follow and accessible to all stakeholders.

The purpose and aim of procedures and to whom they apply

- The purpose is to ensure that concerns about the welfare of young people are dealt with sensitively, effectively and efficiently

- They apply to everyone in the institution and/or involved in activities with young people including the young people

- They are mandatory.

How to respond if a young person discloses abuse

- Staff and student mentors should understand the importance of; staying calm, listening, re-assuring, recording information, reporting appropriately and seeking support

- It is particularly important during a summer school and other residential activities that staff know who to contact for support.

How to respond if there are suspicions a young person is being abused

- Who to contact (Designated Safeguarding Officer, Human Resources)

- Lines of accountability

- Designated Safeguarding Officer's contact details.

How to respond if there are suspicions a staff member or volunteer is harming a young person

- Who to contact (Designated Safeguarding Officer, Human Resources)

- Lines of accountability

- What actions to take

- Confidentiality

- Support.

Concern during contact in school

- The school's Child in Need of Protection procedures must be followed.

Recording information

- What information should be recorded and by whom

- Timescales for passing on information. The government guidance *'What to do if…'* (DoH 2003) sets timescales for action. A telephone referral to Social Services should be followed up in writing within 48 hours. The guidance timeframes should be incorporated into any procedures

- Reference to any pro-forma recording forms.

Referring information to relevant agencies

- Advice can be sought from Social Services or NSPCC Child Protection Helpline about the need to make a formal referral

- The locality in which the alleged or suspected abuse took place determines which Social Services department or police service should receive the referral

- Reference to any pro-forma referral forms.

Confidentiality

- The paramountcy of a young person's welfare overrides any other confidentiality principles

- Only a restricted number of people within the institution should have access to information that a young person may have been abused.

How to keep young people informed and involved in the process

- All staff and student mentors should be aware of how anxious a young person will be about the child protection process

- Every effort should be made to involve the young person in any reporting and referral processes, written information can be checked, they can sit with the referrer whilst telephone calls are made etc.

Whistleblowing

- Everyone must be made aware of the separate reporting route for concerns about staff

- These can be used alongside any child protection procedure.

Sometimes staff can feel anxious or panic if a child discloses abuse to them or they have to report suspected abuse. Therefore it is important that procedures are clear and concise. The government guidance *'What to do if…'* (DoH 2003) uses flow-charts to demonstrate what steps to take and they are a useful reference point for WP procedures. It can be helpful to develop abridged procedures that can fit on the reverse side of student mentor's ID badges.

- WP and HEI staff are NOT responsible for conducting any investigation or diagnosis of abuse

- WP and HEI staff are responsible for referring concerns to appropriate agencies who will then decide what action, if any, to take

- The department can make representations if they feel that appropriate action has not been taken.

Role of Human Resources

Those establishments that have institution wide child protection procedures would have consulted or involved HR. For those that do not have institution wide procedures, the WP/Aimhigher team must involve or consult HR to ensure that child protection processes are compatible with HR disciplinary and grievance processes.

HR should be informed immediately if there is a concern about a member of staff (including student mentors).

HR must consult staff about:

- When it is advisable to suspend a member of staff

- How the member of staff should be informed

- What form any future internal investigations will take

- Grievance processes.

Any internal investigation must follow advice from the police, as internal investigations must not jeopardise criminal inquiries.

Barriers to implementing procedures

Child abuse can provoke reactions of shock, denial, and panic. Such reactions can be a barrier to appropriate responses and reporting. It is therefore imperative that all staff who will be required to use the procedures have opportunities to explore their feelings in training and supervision. Many people assume that families are broken up and children are removed from home following child protection investigations. This is not usually the case, indeed every effort is made to keep families together. Staff and student mentors must be provided with some knowledge of how external agencies may respond to referrals in order to manage the process effectively and keep the young people informed and involved.

Barriers to young people reporting abuse

Many young people do not tell adults about abuse. There are many reasons for this some of which may be:

• Fear they will not be believed

• Fear that they are to blame

• Threats may have been made against them or people close to them

• A belief that they will be taken away from home

• Feeling guilty or embarrassed

• Communication or learning disabilities

• They may not know that what is happening to them is child abuse

• Some members of minority ethnic communities because of a history of racism, being misrepresented or misunderstood, may be reluctant to seek support from outsiders to their community or reluctant to engage with state agencies

• Children with disabilities are extremely vulnerable to abuse sometimes because of needs for intimate care, isolation, and dependency. They are less likely to disclose because of feelings of powerlessness, not having the language or awareness, and are less likely to present cause for concern.

SECTION 4
Useful contacts

Child Protection

NSPCC National Child Protection Helpline providing 24 hour advice and information **0800 800 500**

NSPCC Asian Child Protection Helpline provides advice and information in Asian languages **0800 096 7719**

help@nspcc.org.uk email address of NSPCC Child Protection Helpline. For young people, parents, carers, members of the public and staff seeking advice about concerns about a child's welfare

consultancy@nspcc.org.uk email for advice and requests for training and consultancy services

www.teachernet.gov.uk provides practical safeguarding advice for education settings. Government guidance and legislation can be downloaded from this site

www.ncb.org.uk National Children's Bureau

wmcmahon@ncb.org.uk email address for Forum on Children and Violence

www.debrus.co.uk provides on-line child protection. Awareness programme in partnership with the NSPCC

www.the-stationary-office.co.uk/doh/workingtog.htm website to download the document Working Together To safeguard Children

www.niweb.org/safe provides information on how to ensure that young people on residentials are kept safe

www.volunteering-ni.org provides information on how to obtain the Volunteer Development Agency's 'Our Duty to Care: Principles of good practice for the protection of children and young people' pack 02890 236 100

www.doh.gov.uk/scg/nosecrets.htm The Department of Health's publication 'No Secrets - guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse'

Drugs

www.drugs.gov.uk government website that provides information about the national drugs strategy

www.isdd.co.uk/drugsearch/index.html provides information about drugs and drug use

www.transform-drugs.org.uk charity that carries out research and provides advice and help about drugs

www.ndh.org.uk National Drugs Helpline which publishes leaflets for teachers and parents. Advice line number **0800 776 600**

www.lifebytes.gov.uk government website which covers a range of personal and social issues, including drugs

www.mindbodysoul.gov.uk/drugs/drugmenu.htm this covers a range of personal and social issues, including drugs

Counselling for young people

www.youngminds.org/youngpeople/index.html

www.atease.nsf.org.uk/siteindex.htm

www.childbereavement.org.uk

www.bbc.co.uk/so/agony

Bullying

www.kidscape.org.uk charity that provides advice to all about bullying. Kidscape runs workshops for children who have been bullied and provides advice to organisations about anti-bullying strategies

www.bullying.co.uk

www.gov.uk/bullying

www.young-voice.org a website that contains testimonies from teenagers regarding bullying

Vetting

www.crb.gov.uk Criminal Records Bureau website

www.disclosure.gov.uk/index.asp?fuseaction=regmatters government website for information about CRB disclosures

Resources

NSPCC *Are you worried about the safety of a child?* a leaflet that gives details of who to call if you suspect someone is being abused or is at risk of abuse

NSPCC *Educare child protection awareness programmes* 01936 426219

NSPCC (2002) *How it is: An image vocabulary for children about feelings: rights and safety, personal care and sexuality,* London, NSPCC Publications, a book to help young people communicate about important issues that may be affecting them

NSPCC (1999) Safeguarding Children, a child protection awareness training video - infounit@nspcc.org.uk

NSPCC Asian Child Protection helpline leaflets with call cards (folds out to an A5 poster)

NSPCC Child Protection in Sport Unit & Sport England (2003) *Safe Sports Events* - a practical resource to ensure that young people are safe in any sporting event that you may organise

Protecting Disabled Children and Adults in Sport and Recreation - coaching@ncf.org.uk

NSPCC Publications and Information Unit
Tel: 020 7825 2775

Further Reading

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NSPCC (2002) *Sports Check: a step by step guide for sports organisations to safeguard children* (London, NSPCC Publications)

NSPCC (2003) *It doesn't happen to disabled children: Child protection and disabled children* (London, NSPCC Publications)

NSPCC & UNICEF UK (2002) *A right to know* (Chelmsford, UUNICEF UK)

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NSPCC *Firstcheck: a step by step guide for organisations to safeguard children* (Leicester, NSPCC)

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