



\$SULO

Con cns



1 Introduction, Purpose and Scope

- 1.1 De Montfort University (DMU) pride itself on its commitment to the public good and therefore support the principle that 'safeguarding everybody's business' and its community.



the duties arise in connection with a placement or

2 The Legal Context

- 21 Higher Education institutions are not specifically named in either the Children Act or in the Care Act as having a duty to safeguard and protect children or adults. Further Education colleges do have a statutory duty to safeguard and protect young people in their care, and this applies to FE courses within DMU. In addition, guidance such as 'Keeping Children Safe in Education' (DfE 2022) and 'Working Together to Safeguard Children' (DfE 2015) apply.



22 Universities do however have a general duty of care under common law to take such steps as are reasonable to ensure that children, young people and adults who may be at risk are safe and that reasonably foreseeable harm does not occur as a result of the actions of the institution and adopting a robust approach to

3 Underpinning Principles

- 3.1 Reflect the law and the good practice principle within tutor guidance which address safeguarding.
- 3.2 The policy will make clear links with local multi-agency policy and procedure as well as associated DMU policies.
- 3.3 Ensuring that approaches to safeguarding at DMU are congruent with those



S fequ ran

.1 In line
guid
concerns will in

" #

!



a

! # #

\$ %

&&()*+, (- ./ 012

3 \$ 4

5 3 \$ \$ \$ 4
4

3 \$ 4 4 \$ \$
6 7

3 \$ 4 #
8

9 : ; \$ < \$

= 4 #

&> ?@ - 0A 0BC@ D(B, E(12*+, F0012*+(01G(+2 @ D(B, E(12*+, HBB/ . 1

5 I J K L M N P Q R S T U V W X Y Z \] ^ _ ` a b c d e f g h i j k l m n o p q r s t u v w x y z [\] ^ _ ` a b c d e f g h i j k l m n o p q r s t u v w x y z ; \$ 4

55]

\$ \$ 4
L N P ^ _ Q R ^ P N Z T Z O U W X I M L Q M P S J S Q L a P M b Z O c d e f Q
4

5] \$ 4 g
\$] 4 4



other member of student welfare, and whilst the responsibility for ensuring good Safeguarding practice is maintained, a part of the role will at times be carried out by other member of the Student Welfare team.

124 The Safeguarding Officer will ensure that any action taken in relation to Safeguarding are recorded in the central log, including cases which might be thought of as being 'near misses'. Wherever possible the Safeguarding Officer will seek to determine what action has been taken by student services, and whether any follow up action is required within DMU.

125 The manager will seek additional support and guidance in deciding what to do. The manager decide that offering support or service within the University is the right way forward. Or the manager decide to pass the concern on to the relevant council social services team, who will be responsible for making further enquiries. This will be the council which covers the area where the child or adult lives.

126 Once it has been determined that there is a safeguarding concern or reasonable ground to believe there may be the person who identified the concern, the Safeguarding Officer must ensure that the issue is referred to social services or the relevant professional body. The relevant professional body will be the relevant professional body for the relevant professional body.



127 If there is an doubt whether an issue meet the threshold set out in thi



14.5 Share with content where appropriate and, where possible, reflect the wishes of those who do not consent to share confidential information. You may still share



information without consent if, in our judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

- 146 Base your information sharing decision on consideration of the safety and well-being of the person and other who may be affected by their action.
- 147 Information which is shared should be necessary for the purpose you are sharing it, and is only shared with those people who need to have it. This is relevant to information shared within DMU as well as with external agencies.
- 148 Ensure any information shared is accurate and up-to-date, is shared in a timely fashion and is shared securely.
- 149 Keep a record of what has been shared, with whom and why.

1 Important Considerations

- 151 Securing evidence (where you have an opportunity), to support an action by the police is vital. This includes an electronic record as well as physical evidence.
- 152 Understand the importance of respect for and understanding of the child/adult's view and their engagement is vital to positive intervention and support.
- 153 No single person can have a full picture of a child or adult's needs and circumstances and, if the individual who may be in need of support are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- 154 It can sometimes be difficult to decide whether a particular act or act of omission is abuse or poor professional practice. You should consider speaking to your HR Partner to support decision making when an issue relates to the conduct of a member of staff.
- 155 The seriousness or extent of abuse is often not clear when an alert is first raised. It is important, therefore, when considering whether it is appropriate to refer, that all allegations, alerts and concerns are treated seriously and approached with an open mind.
- 156 There will be different levels of need represented by a range of situations, from those requiring specialist safeguarding support services to those requiring targeted support from Student Welfare or other appropriate services, to those requiring universal services such as from a GP. Whatever level of response may be required, multi-agency input can support positive outcomes.
- 157 The person responsible for making a decision not to refer should document clearly how this decision was reached, who was consulted in making this decision, and what steps have been taken to ensure any risks have been minimized and any support



' " () " ! " " * # \$ " + ! \$ " ! # \$ " " % \$ % # ! & !
% ! * # * # \$ " ! + \$ % # ! " ! + "
, - \$ ") " ! \$)



!"#\$%&'()*+,-./:0123

4 5 6 7 8 9

9 = = 8; < ; = = :6 8=

@ AB

A CDE F G H I

JD

E @AB < 9

KLM NOPQRS TUVWXYZ [\] ^ _ ` a b c d e f g h i j k l m n o p q r s t u v w x y z

J) * +, %&'()*+,-./:0123

J>G

a b c @dG < ; = = 9 = ; = 9 = < c 9=

Jel

@ d 9 G b7 a 9 9 8 @AB 7 8 @AB



\$ # % & ! " ! & \$
" "

" ' "

(" # " #

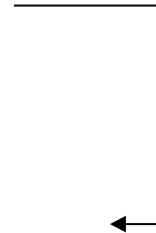
) # # #
" # " *+, - . +, * */ - 01 **-, *+ */ - . +2- 5*/ - 6 7/ +82: ;*
" #

< # # "
" # = "
#> # ? "

@A " # = # .50 TD () 01 .278 US () 1/4



\$ % & " " ! " ' & " %









!"#\$% & ' & (# !)# "% \$"!% !#\$% & % +, .! # /!%
0 \$& 1!2 ! !" \$

