



UoC Safeguarding Children and Vulnerable Adults at Risk and Prevent Annual Report

Annual Report 1 September 2022 to 31 August 2023

(including Office for Students (OfS) Prevent monitoring return reporting responses for 2022-23)

Please note, where references are made to “students” this includes all learners including Higher Level Apprentices, home, international, full and part time, on and off campus.

The Safeguarding and Prevent Annual Report is intended to provide assurance to the Board and colleagues across the University, to underpin the OfS monitoring requirements and those of other external bodies (eg OFSTED/ESFA), and to show the range of safeguarding and Prevent-related activity during the 2022 -23 academic year.

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1. Introduction

The University must ensure it can demonstrate it is addressing the following duties and responsibilities:

- Statutory Safeguarding and the Protection of Vulnerable Groups
- Its *“Duty to have due regard to preventing individuals from being drawn into terrorism”* – The Prevent Duty; and
- Discharge of its Duty of Care to students and staff who are vulnerable by way of their mental health or disability.

Safeguarding is everyone’s responsibility and is embedded across the University with roles and responsibilities outlined in the Safeguarding Policy and Procedures document. The University takes a risk-based approach to safeguarding including Prevent, which is embedded within safeguarding at the University.

2. Terrorism threat level 2022-23

This was informed by information in relation to threats as disclosed in the local Counter Terrorism Police Local Profiles and national threat levels. The terrorism threat level in the UK remained *“Substantial,”* meaning that *“an attack is likely”*. The main types of threat are those from the Far-Right Wing, Islamist groups and those individuals with mixed or unclear ideologies. The terrorism threat level in Northern Ireland from Northern Ireland related terrorism was changed from *“substantial”* meaning *“an attack is likely”* to *“severe”* meaning *“an attack is highly likely.”* The UK continues to face a persistent threat from Islamist terrorism and Extreme Right-Wing Terrorism. Online extremist propaganda remains a focus for both of these ideologies.

A key risk in the North-West remains that of self-initiated terrorism. Self-initiated terrorism is unpredictable, can emanate from all ideologies and is difficult to detect. Extreme Far Right-Wing Terrorism remains more of a threat than Islamist terrorism in the Northwest.

In London the threat from Islamist terrorism remains main threat.

Generally, Prevent referrals to Channel Panels continue to have the theme of underlying vulnerabilities, such as a mental health issue, especially in those aged 10-17. An average of 90% of those referred into Channel are males under 21. (97% in Cumbria.) Females are known to be more likely to be supporting terrorism indirectly. Whilst males of this age group are not the core make-up of our student body, we must remain alert to those who are vulnerable in our student population and recognise that they might be vulnerable to radicalisation.

Other emerging concerns during 2022-23 have been anti-immigration protests and activities related to Extinction Rebellion.

3. Leadership and Governance

“Effective leadership” is a key theme of OfS compliance in relation to the Prevent Duty. Specifically,

“People in leadership positions are expected to:

- *Establish or use existing mechanisms for understanding the risk of radicalization*
- *Ensure staff understand the risk and build capabilities to deal with it*
- *Communicate and promote the importance of the duty and ensure staff implement the duty effectively”*

In relation to OFSTED the OFSTED inspection handbook sets out:

“Inspectors will satisfy themselves that those responsible for governance understand their responsibilities and are ensuring that these are carried out appropriately within the provider. They are not expected to review a list of duties with inspectors.

Inspectors will look for a culture of safeguarding. This means providers should have effective arrangements to:

- *always act in the best interests of learners to protect them online and offline, including when they are receiving remote education*
- *identify learners who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation*
- *secure the help learners need and, if required, refer concerns in a timely way to those who have the expertise to help*
- *ensure safe recruitment and manage ongoing compliance and allegations about adults who may be a risk to children and vulnerable adults “*

4. Leadership and governance at the University of Cumbria

The University’s named Safeguarding/Prevent Lead on the Board of Directors is the Chair of the Audit and Risk Committee.

The Safeguarding Steering Group has been reconfigured during 2022-23 to reflect changing business needs and changed roles and structures. Revised terms of reference were agreed in July 2023.

The Strategic Lead with responsibility for Safeguarding and Prevent is the DVC (Health, Environment and Innovation).

The Lead Operational Safeguarding/Prevent Officer (LOSO) is the Head of Student Support. This role leads on casework including working with referrals from and into external networks.

The Mental Health and Wellbeing Team supports the duty system in relation to safeguarding. The Director of Student Services acts alongside the LOSO and is regularly briefed on student cases. The LOSO also conducts an audit with those with safeguarding responsibilities in advance of the production of this annual report to ensure compliance.

The Head of Apprenticeships is the nominated OFSTED contact for Higher Level Apprentices (HLAS). He has developed a range of interventions to ensure those delivering HLAS are aware of what they need to do to show how they address safeguarding/Prevent and the wider safeguarding context for OFSTED in their programmes.

The Head of Practice Learning & Partnership has oversight of Safeguarding related casework in the Institute of Health. These cases frequently have an element of fitness to practise or the need to manage reputational risk inherent in them.

A small number of Safeguarding Officers support the roles above.

5. External reporting and scrutiny

The University submitted the Annual Accountability and Data return to the OfS for 2021-22 by the December 1, 2022, deadline, and the OfS did not identify any concerns regarding the submission.

There were no serious issues/cases that met the OfS Prevent reporting criteria but the change of role of Lead Operational Safeguarding and Prevent Officer, from the retiring Head of Student Support to the new role holder was communicated, as required to the OfS in August 2023.

The OfS issued guidance on the “Prevent Monitoring: Accountability and Data Return” to cover the reporting of academic year 2021-22. The OfS indicated some changes from previous reporting as follows:

- The OfS required actual rather than estimated numbers for the external event and speaker data set, except for the first question which allowed for an estimation of the total number of events and speakers approved through the external speakers’ process.
- The OfS required further information about the reasons for **all** events and speaker rejections through the external speaker process, not just those rejected for reasons related to Prevent.
- The OfS Prevent contact for the University confirmed that the reporting is likely to continue in the same “light touch” manner as for 2020-21 and the OfS indicated that they would not be undertaking random samples of the Accountability and Data Return for 2021-22.

The submission date to the OfS for the 2021-22 return was given as 1 December 2022.

The University’s Initial Teacher Training provision was inspected by OFSTED during 2022-23. No Safeguarding/Prevent issues were identified in the OFSTED report.

There has not been an OFSTED inspection of our Higher Level Apprentice Provision during 2022-23. The University has assessed its Safeguarding provision as being effective within the OFSTED Self Evaluation Report as we believe we can evidence our approach is sound with effective reporting mechanisms and case management processes. Areas identified for improvement are the cascade of terrorism threat levels and risks to academic colleagues and a need to assist academic teams to consider how learners might be exposed to extreme views on a subject and to support staff to openly discuss such risks as part of professional development. During 2022/23 the on campus promotion of wellbeing support was enhanced through poster displays, but there is a need to consider how we deliver the same supportive messages to learners who are studying remotely from our campuses.

6. Internal reporting on Safeguarding and Prevent and monitoring of welfare provision

- Audit and Risk Committee (ARC) received the OfS data return and accountability statement in November 2022. The Safeguarding Risk Assessment and Action Plan and the Prevent Risk Assessment and Action Plan were also presented to ARC at that time.
- The University Board of Directors received updated Safeguarding and Prevent Risk Assessments and Action Plans, and the draft of the OfS submission and accountability statement in November 2022.

- The UoC Safeguarding Children and Vulnerable Adults at Risk Policy (incorporating the Prevent Duty and Modern Slavery) 2022-23 was approved by Business Assurance Board in June 2023. It will require only minor amendments for 2023-24 unless there is a significant change to any legislative or compliance framework. A Safeguarding and Prevent update including casework, was also presented at this meeting.
- The Lead Operational Safeguarding Officer contacted key leads with specific Safeguarding/Prevent responsibilities (as per the Safeguarding policy document) during summer 2023 to seek assurance of ongoing compliance and to inform this report.
- Updates on student and staff welfare and wellbeing from Human Resources and Disability and Mental Health and Counselling provision were provided to the Equality, Diversity, Inclusion and Wellbeing (EDIW) committee during 2022-23.
- The University continued to support all learners on or off campus during 2022-23.
- The Head of Student Support is a member of both the Apprenticeship Steering Group and the Apprenticeship Operational Groups and provides regular updates in relation Safeguarding/Prevent and ongoing issues or risk impacting learner wellbeing.

7. Related policies, risk assessments and procedures include:

The University has a comprehensive range of policies and procedures that incorporate Safeguarding and Prevent including, but not limited to:

Safeguarding web pages and Safeguarding Policy and Procedure www.cumbria.ac.uk/safeguarding
Safeguarding Risk Assessment and Action Plan
Prevent Risk Assessment including Statement of Approach and Action Plan
Safeguarding audit annually of all responsible leads to inform Safeguarding/Prevent annual report due to go to ARC in November 2023
Freedom of Speech and External Speakers protocols
IT policies on acceptable usage for staff and student and guidance for students on the student hub re cybersecurity
Safer recruitment of staff protocols (Human Resources) and students (Admissions)
Staff and Student Prevention of Bullying, Harassment and Sexual Misconduct Policy
Under 18 protocols including risk assessments for accommodation, and programme-based activity including enhanced admissions' requirements for under 18 international students
Risk assessments are in place for Hello Future residentials on campus
Student and staff complaints and disciplinary process clearly reference safeguarding and prevent
Conference documentation clearly references Safeguarding/Prevent
Contractors' protocols are in place and include reference to safeguarding and Prevent

8. Effective reporting mechanisms for staff or students to raise concerns

Routes for reporting concerns for internal learners and staff and for externals have been centralised and simplified with the introduction of the Student Enquiry Point from 1 September 2021. This enables learners to seek support for themselves or refer concerns about another learner. Tutors, professional service staff, or external agencies can also report concerns about learners via the Student Enquiry Point (STEP).

STEP is supported by a helpdesk delivered by library staff as the first point of contact and Student Engagement Coordinators who can follow up with input from specialist teams as required. A pilot “First Stop Shop” offering co-located student facing services was introduced at Ambleside campus during 2022-23. The concept will be rolled out in a phased manner across other campuses, with Lancaster coming on stream in September 2023, operating from the Library.

A small team deals with the Safeguarding related referrals via STEP which includes the LOSO and the Mental Health and Wellbeing Team.

The system has inbuilt identification of levels of risk/prioritisation in relation to Safeguarding/Mental Health and Disability cases.

In response to UUK Guidance on Changing the Culture, and in anticipation of changes to OfS regulation requirements, in relation to hate crime, harassment, bullying and sexual misconduct in Universities, from September 1 2023, individuals will be able to report student related issues involving those themes, directly via a “You Report, We Support” tile on the student hub. Staff in the mental health and wellbeing team, who will be dealing with these reports and providing information, advice and guidance to those reporting, have undertaken specific training in relation to the launch. Communications plans are in place for the launch.

Students report to, or are identified by:

Internally	Externally including referrals from other agencies
Learners themselves	Employers
Tutors	Placement facilitators/link tutors
Professional services staff	Police - general officers or specialist Public Protection Units
Accommodation staff	Local Authority Designated Officers (LADOs)
Other learners	Hospitals
UoC Student Union	Mental Health Community Teams/Crisis Teams
	Private landlords or private accommodation providers
	Members of the public/parents
	Placement providers

External referrals still tend to come directly to the LOSO but can come in via any colleague and are then passed to the LOSO via STEP.

The Student Enquiry point is highlighted to staff via training sessions and is included in staff inductions. Student inductions also focus on ensuring students know where and how to report concerns or seek information and advice. Refresher communications are sent regularly, and events are held across the year for students to meet staff and be reminded of reporting routes.

Concerns about staff may take routes in as above, but also issues are generally advised to Line Managers in the first instance. Trade Union reps may also flag concerns.

9. Safer recruitment

Safer recruitment of staff is led by Human Resources.

Safer recruitment of students is led by Admissions in conjunction with the relevant academic department and Professional Body requirements including Disclosure and Barring Service (DBS) and Occupational Health checks as required.

The requirements of a staff member's role, or the programme of study a student will be undertaking, are assessed against the Vetting and Barring Service framework and we are mindful that there need to be grounds for asking someone to undertake the DBS process.

Where a student or staff member is removed from study/work, the LOSO or the Director of Human Resources, checks to see if the requirements for reporting to the Vetting and Barring service have been met. If that is the case, a referral is made. An acknowledgement only is received back from the Vetting and Barring Service.

10. IT (Information Technology) acceptable use policies, filtering and incident management and online safety

All staff across the University are required to complete a compulsory tailored online (and on demand) Cyber Security training session along with an Information Security and Being Safe Online course once every 2 years. These will continue for 2023-24 although the courses are being reviewed for both content/relevancy and likely integration (combined).

All staff and students are supported in their cyber threat awareness through simulated phishing campaigns. A short (2 minute) training module is provided to all those who are 'caught'. Campaigns are dynamically updated and refreshed to ensure relevancy and accuracy to current cyber threats.

Students and staff have been provided guidance on cybersecurity and best practices which can be accessed on the student hub/staff hub, in induction sessions (including for Higher Level Apprentices) and also on the public website. In addition, the Learning Advisers in Library Services have provided input on digital skills and online behaviour. The Centre for Academic Practice Enhancement (CAPE) created guides for tutors and students/Higher Level Apprentices to improve understanding of the challenges and issues associated with extensive use of online learning.

IT Service Leads receive regular information via JISC, NCSC CISP portal and wider network channels on the risks and wider context of delivering education online and respond accordingly in relation to their policies and procedures. The university also benefits from a cloud hosted and partner supported 365 x 24 x 7 managed detection and response service. The university is audited annually on its cyber security 'posture', processes and procedures, with reports sent to a number of executive committees.

The IT incident management process refers to Safeguarding and Prevent and ties in with both the acceptable use policy and the internet content filtering policy.

IT Services have the ability to provide details of the themes that are blocked by web filtering on request and are included in a defined Web Content Filtering policy.

11. Freedom of Speech, External Speakers and Events

The University's approach to the management of events involving external speakers is outlined within the External Speakers Protocols and Procedures which are incorporated within the University's Freedom of Speech Code of Practice, this underpins aspects of the Prevent Duty. A risk-based approach is applied to the process of considering events involving External speakers; normal timetabled teaching and academic delivery is not included in the scope of the policy. Similarly, a streamlined screening process is used with organisations who use University facilities on a regular basis.

The Government's Higher Education (Freedom of Speech) Act became law in May 2023. According to the DFE, this Act places more responsibility on universities to ensure that students are able to speak freely in and out of the classroom, while offering more protection for academics who teach material that might offend some students. It will strengthen the duties already in place to protect freedom of speech. The University will need to review its current Freedom of Speech Code of Practice and its External Speakers Protocols during 2023-24. This review will be led by the University Secretary and the Director of Student Services

The University of Cumbria's Student Union (UCSU) have their own protocols in place governing external speakers and events but have shared with the University data re their approvals during 2022-23.

A) Total number of events or speakers approved through the external speakers' process	UoC: 13 events (23 speakers) SU: 19 events
B) Total number of events or speakers approved subject to any mitigations or conditions	UoC - 0 SU- 0
C) Number of events or speakers approved subject to any mitigations of conditions due to Prevent-related risks	UoC -0 SU-0
d) Number of events or speakers rejected by the University	UoC- 0 SU- 0

Chaplaincy colleagues working with the LOSO continued to oversee the risk assessment of the multi-faith spaces after the departure of the Coordinating Chaplain in November 2022. A range of honorary chaplains provide support. The number of Muslim brothers and sisters has increased at Lancaster campus and prayer sessions are led regularly by the Muslim chaplain and an assistant.

12. Key actions and initiatives in relation to Safeguarding and Prevent during 2022-23

- A project working with an external online e-learning provider was a major strand of work under Safeguarding and Prevent, including EDI and British Values, during 2021-22. The provider had few modules suited to learners, in particular to adult Higher Level Apprentice Learners. Working with them and with input from the DFE Northwest Regional Prevent Coordinator, a completely new Prevent module and amended EDI and Safeguarding Modules were produced. These were made mandatory for Higher Level Apprentices and monitored via the apprentice system ATPEM from 2022-23 and were purchased again for 2023-24. These are now completely embedded in ATPEM Learner Plans for all learners and 99% of learners complete them, and in a timely manner at the start of programme. An evaluation of the new modules needs to take place during 2023-24.
- To help tutors further embed safeguarding, Prevent, British Values and EDI a toolkit was created during 2021-22 to show how each aspect can be woven into day-to-day teaching and signpost tutors

to examples from their respective professional bodies.

- Led by the Apprenticeship team in Academic and Quality Development and supported by colleagues in the Centre for Academic Practice Enhancement (CAPE) during 2021-22 the University made a number of improvements to its support for academics delivering degree apprenticeship programmes. We have strengthened the scrutiny of new programmes at validation, asking proposers of new apprenticeship programmes to clearly highlight how their provision covers the behaviours of the apprenticeship standard. Further development of this during 22/23 has resulted in more challenge at validation to plan and deliver Safeguarding, Prevent and EDI through embedded module content linked to professional bodies. The Apprenticeship team have developed pages on their Mini Site to assist colleagues.
- As part of an approach of continuous improvement regarding our Safeguarding and Prevent practices the following actions have been implemented:
 - The ongoing development of the Student Enquiry Point which enables staff, students or externals to refer at any time and mitigates reliance on the availability of the Lead Operational Safeguarding Officer
 - The Head of Practice Learning and Partnerships Engagement in the Institute of Health who, along with 2 colleagues continues to gain expertise in management of IoH Safeguarding casework including liaison with externals agencies.
 - Work by Head of PLPE, Head of Student Services and Academic Registry to review and develop all processes and procedures with regards to Fitness to Practice and from both a health and conduct perspective
 - Incident reporting using STEP/Advocate was implemented. This means a reduced risk of incident responses being delayed due to only one person receiving them.
 - The LOSO conducted an annual review of the BAE Safeguarding Scorecard with the BAE Safeguarding Lead.

13. During 2022-23 the following work strands have commenced with a view to completion and progression through university committees etc during 2023-24

- Work with the Mental Health and Wellbeing team to prepare for the launch of You Report, We Support for launch on September 1, 2023.
- Development of the University's approach to implementing a "Trusted Contact" to address elements of the UUK's Suicide Safer Universities guidance for launch in January 2024.
- The purchase of a "Good Course" App has been agreed as one year pilot to provide a module covering "consent" to address UUK and predicted OfS requirements.
- Preparation for interim teaching at Furness College and teaching a Barrow has begun. Contracts/agreements with Furness and Barrow will need to consider any Safeguarding elements.
- An IOH Policy developed during 2022-23 has recently been approved - Raising and Escalating Concerns in relation to Safeguarding Vulnerable Adults, Children and Young People. Work will be undertaken by the Head of PLPE to develop roadmaps to support IOH staff and practice partners with escalation of concerns.

14. Wider wellbeing support and compliance with the Equality Act to ensure student's physical, psychological and spiritual wellbeing are recognized and addressed

The University provides a wide range of wellbeing support including Sports facilities which are publicized via the website and Student Hub.

- As a multi-campus university with a range of learners, staff have always been able to offer online support and refer students remotely for support. More face-to-face on campus presence of staff and face to face appointments have been made available during 2022-23 than during Covid, but our experience is that many learners prefer to continue with online appointments via Teams for convenience. Many learners are studying at education centres local to them or by distance learning and work shifts, so some early morning and early evening appointments are being offered which are being well received.
- A range of welfare, pastoral and Chaplaincy support services are available to students. These are part of a student support framework which includes: Chaplaincy (for those of faith and those of none), Counselling, Mental Health Case workers, Residence Life, Money Advisors, Careers, support for disabled students, international students, care leavers, L3, estranged students, adult carers and Sports Centre provision. Additional resource was allocated to Disability Services during 2022-23 and a review of Disability Services by Halpin's consultancy, was commissioned and reported. Some key recommendations have been implemented eg changes to process, and working groups were convened to implement a new Support Request form and accompanying Support Plan which was implemented for September 2023 intake. A timeline and priorities for addressing further recommendations will be in place by November 2023.
- The Directorate of Student Services continues to promote its "Live Well, Learn Well" approach, supported by a wellbeing blog which focuses on different themes throughout the year.
- Other support staff such as those in Reception and the Libraries, the Barn at Ambleside and at London, have continued to provide a physical presence. These teams along with others such as the Academic skills team, Registry, student finance and catering continue to play a key role in identifying students of concern and seeking the relevant support for them or signposting to relevant specialist provision and self-help via STEP.
- The Accommodation Officer Welfare role, newly restructured for 2023, will support students whilst in residence in terms of welfare, community experience, and respectful relationships.
- Personal tutors and other academic staff also form a key part of the student support framework.
- Regular events are held throughout the year to encourage students to access support and services, eg induction activity, events during Welcome Week, introductions to Student Services within classes/class shout outs, campus roaming, and pop up information events. All activity is designed to raise awareness of, and access to, support available, and for students to share their experiences and issues with support staff.
- A replacement International Student Co-Ordinator was recruited in May 2023 to continue to provide in-year support for all international students and to start to plan international induction for September 2023. 62 international students attended, with follow up induction activity for another 78 students. Attendance at weekly Engagement Meetings with Academic Registry colleagues ensures that students at risk of failure are identified early on and can be contacted for support or signposting to specific support.
- Full details of support can be found at: <https://my.cumbria.ac.uk/Student-Life/Support/>

- The Students' Union and Chaplaincy provide vital impartial support and the Chaplaincy has held mindfulness sessions for students to access. Multi-faith spaces continue to be available to students.
- The University recognizes that some students (and staff) are vulnerable to isolation, domestic violence, lack of mental health support and other influences that might affect their overall wellbeing. The Mental Health and Wellbeing Team saw an increase in learners who had experienced trauma and have also provided outreach support for students who have experienced serious issues on the job. The team also saw an increase in students who have been in unhealthy relationships, including domestic violence and sexual assault.
- The Money Advice Team experienced continued demand for financial support through the Student Support Fund. The number of students not eligible for a standard award decreased significantly, indicating the cost-of-living impact for students whereby increasingly student expenditure exceeds student income. The OfS awarded the University £65,570 in additional funding for students impacted by the rising cost of living, which was fully disbursed to students. The Money Advice team successfully moved their Student Support Fund processes into the Student Enquiry Point/Advocate from September 2022, which enables improved holistic reporting.
- Planning data confirms that the number of disabled students officially declaring to the University and in the Student Records System SITS, was 18.94% (14.6% the year before). The use of Advocate, and using similar wording on student facing disability questionnaires has enabled the University to improve the accuracy of information held on Student Records System. There remains a wide variation in disabled students' percentages across student types/ cohorts. For example 27.35 % of students on Higher Level Apprenticeships have disabilities compared to 17.17 % on other course types (under / post grad /CPD courses).
- All of the support teams work together in a multi-professional/agency model and when a vulnerable student is identified they are quickly supported by the right service or services including external agencies where appropriate.
- The University has continued its use of *"Togetherall"* which gives access to 24/7 peer support for mental health for staff and students and has a range of self-help resources.
- The Student Minds initiative *"Student Space"* is available to our students and provides access to dedicated support services for students, by phone or text. Our Mental Health and Wellbeing Manager was on the Board of Student Space and has been involved in its development. The initiative has been made permanent.
- Tutors actively monitor student engagement through our VLEs and the Student Engagement Dashboard to implement early intervention and referral to specialist services where required. Service staff highlighted academic issues back to tutors for relevant follow up.
- The Centre of Academic Practice Enhancement (CAPE) and Information Services continue to support academic and professional services colleagues to understand the impact of technology on learners including supporting accessibility for disabled learners.
- A range of support for staff wellbeing and for staff impacted by disclosures made to them by students or fellow staff, is available. This includes an Employee Assistance Programme, Able Futures and access to counsellors and a range of information via the Staff Hub. An extensive range of wellbeing resources are available to staff via StaffHub.

15. External partnership working

15.1 Prevent-Related

There have been regular meetings in person and online between the DfE Regional Prevent Coordinator and the Lead Operational Safeguarding and Prevent Officer and/or Director of Student Services. There has been liaison also with the London DfE Coordinator who no longer visits HEIS directly. The DfE roles are changing to include schools so the capacity to deliver additional training has been severely reduced. The Northwest DfE lead left his role in May 2023 but alternative contacts have been provided to the University while a replacement is recruited.

The Lead Operational Safeguarding and Prevent Officer has attended the North Prevent Delivery Group, and Cumbria Prevent Board meetings, held online. These meetings now include representatives from the Police Counter Terrorism units and Police Prevent Leads and information on the local terrorism risks are fed back into the Prevent risk assessment. Intelligence sharing is improving but some information remains classified.

The Lead Operational Safeguarding and Prevent Lead meets termly with equivalent colleagues at ULCAN, Edge Hill and Lancaster University and with the DfE Regional Coordinator.

The Prevent Risk Assessment acknowledges the need for development of regular staff and student communications and a need for a main area on the website to bring together Prevent related material.

15.2 Safeguarding -Related

The Lead Operational Safeguarding and Prevent Officer and the Mental Health team, work closely with a range of external agencies including the Police, Social Services, Local Domestic Violence Advisers, Local Authority Designated Officers (Childrens' and Adult Workforce), and Crisis MH teams, making referrals to and receiving referrals from them as appropriate to each case.

16. Academic Partnerships

Academic Partnerships with external organizations are managed by the Academic Quality Development, Collaborative Provision team., who introduce Prevent and Safeguarding from the initial stages of partnership discussions so each partner's responsibilities in this regard are clear. The Partnership Agreement template has been updated during the year and now links to the Counter Terrorism and Security Act 2015 and the respective obligations relating to this. Higher Level Apprentice subcontracted provision agreements reference compliance with Prevent and Safeguarding as do Employer Agreements for apprenticeships.

17. Safeguarding and Prevent -Related Training: Staff

Online Safeguarding and Prevent Training is mandatory for all staff on induction and subsequently every two years or annually depending on their role. There are two basic online modules: one for Safeguarding and one for Prevent. The Head of Student Support also delivered training on Prevent at London. The Head of Student Supported attended an external event covering Safeguarding in HE (much training is geared towards the statutory sector so not always relevant.)

Safeguarding, Prevent and wider wellbeing training: for the period 1 September 2022 to 31 August 2023

Data set	
Number of staff identified as key in relation to the Prevent Duty	1031
Number of key staff receiving induction Prevent training	71
Number of key staff receiving refresher Prevent training	540
Number of staff receiving broader welfare or safeguarding training	
• Safeguarding Training	599
• Workplace Wellbeing	11
• Cyber Security	223
• Bystander Awareness	14

Total Completion Rates

The below figures refer to the % of current salaried employees who have completed the mandatory online training modules during their employment with the university – whether in 2022-23, in previous years, or in the current year so far.

Prevent: 95.5%

Safeguarding: 95.4%

Cyber Security: 88.8%

Information Security and Online Safety: 87.7%

Commentary

The number of staff identified as key to Prevent delivery is the total number of staff in the institution. Prevent is embedded within Safeguarding at the University. The Training is delivered in many forms and as such there will be some double counting in the data.

Training for the Lead Operational Safeguarding/Prevent Officer is supplemented by focused input at the Northern Prevent Groups. Topics covered in 2022 -23 included updates on Far Right Wing branding and regular updates from Counter Terrorism Police.

Employees are also able to sign up for external "SuperChamps" training for wellbeing champions and Suicide Awareness training. As employees sign up for these externally, and the training is provided externally, we don't have a record of how many people have completed these courses.

18. Safeguarding and Prevent Training - Students

Student training in Prevent and Safeguarding is included at programme level as appropriate and tailored to the setting and professional body requirements. All new students are introduced to what is available in terms of student support via Pebblepad induction sites for undergraduate, postgraduate and Higher-Level Apprenticeships.

Higher Level Apprentices receive an introduction to Student Support including reporting mechanisms, and information on Safeguarding and Prevent as part of their induction. Safeguarding issues can also be captured via the Tri-Partite review forms which are completed every 10-12 weeks, and which involve the University, the employer, and the apprentice. As reported previously, a suite of online training modules for Higher Level Apprentices was developed in 2021-22 covering Safeguarding, Prevent and EDI. These were launched during 2022 – 23. and will be evaluated in 2023-24

19. Student Engagement

The student voice is heard via the liaison between the Director of Student Services and Lead Operational Safeguarding Officer with the Students' Union and in particular their Welfare Officer. The Students' Union works closely with the University to ensure any safeguarding or Prevent-related concerns are escalated into the University's protocols as appropriate. Students on Higher Level Apprenticeship programmes have regular opportunities to discuss safeguarding and wellbeing issues via the tripartite review process.

20. Safeguarding and Prevent Casework 2022-23 Overview, trends and key points to note

The Student Enquiry Point (STEP) was introduced in September 2021 and became the single point of recording of safeguarding cases. In order to support succession planning for the outgoing Lead Operational Safeguarding Officer, the Mental Health and Wellbeing team is now involved in a daily duty rota to pick up Safeguarding cases entered into STEP.

One individual may have more than one case as we are seeking to establish patterns of concern eg repeat cases of self-harm, bullying and harassment. This is important particularly in relation to students on professional programmes to be able to inform eg occupational health referrals and fitness to practice/study processes. Appendix 1 details the breakdown of the data reports from the Advocate system. There were 192 Safeguarding cases in the academic year 2022/23 (down from 221 in previous year). Altogether there were 7359 cases recorded on Advocate, so Safeguarding represents 2.6% of cases (down from 3.17% of cases in previous year). The 192 cases comprise 149 individuals. As an individual can have more than one case eg repeat episodes of eg suicidal ideation, intervention by the crisis team and the change in reporting to reflect multiple episodes is to enable patterns of mental ill health or repeat patterns of behaviour of concern in relation to safeguarding/risk to self or others.

Although Safeguarding cases constitute only 2.6% of the number of cases on STEP, the risk levels in terms of student experience, retention, risk to self and others etc. are often significant and the cases involve rapid, intense immediate, and often extensive ongoing interventions from both the specialist roles and academic and other professional service colleagues and external agencies.

The cases are increasingly challenging in terms of behaviours and complexity of presentation not just for the individual themselves, but in relation to the potential impact on their programme and the ability to undertake activities such as field trips, placements etc

The Institute of Health accounts for 56% of the 192 cases which is proportionate to the size of the Institute.

Referrals to the Mental Health and Wellbeing team reduced to 503 in 2022-23 from 594. Not all Safeguarding/Prevent cases require mental health support.

Anxiety, stress, low mood, and depression remain the most common reasons why students seek support from the Talking Therapy Service; the team continue to observe a change in the underlying causes of students' anxiety or stress with an increasing proportion of students reporting anxiety arising from

sexual harassment/assault/rape (recent or historical), neurodiversity (formally screened or assessed, or suspected neurodiversity), and perfectionism.

The 6 cases under “generic student” capture reports by a third party anonymous external to UOC about a student, as well as requests from externals via appropriate GPDR processes.

The University had 3 under 18s admitted to its programmes in 2022-23 and risk assessments were undertaken to ensure appropriate measures were in place until the students turned 18.

The working relationships developed with agencies such as the Police, Local Authority Designated Officers and local Social Services remain invaluable.

The protocol whereby a student who is a serious cause for concern is phoned, texted and given a deadline to respond to the Lead Operational Safeguarding Officer (or Director of Student Services or Programme Lead) has proved effective again in a small number of cases.

Safeguarding Statistics Safeguarding data and statistics are available on request. Please see www.cumbria.ac.uk/safeguarding for contact information.

Prevent –related casework is reported via the Annual Prevent monitoring return to the OfS

21. Risk Management

The University continues to take a risk-based approach to its activities including in relation to Safeguarding (including Prevent) and in its handling of student casework.

The self-referral mechanism for the Mental Health and Wellbeing Service contains inbuilt clinical scoring tools which ensure that those who are most at risk are prioritized for proactive intervention and follow up.

Disability Services have a triage mechanism to identify the most complex and high-risk students to prioritize the distribution of disability support plans. The service continues to face challenges in terms of demand v staffing resource, and this has impacted on the student experience and staff wellbeing. The risks associated with this have been documented internally and acknowledged by agreement via the Business Planning Process of some additional resource. An external review of Disability Services was undertaken during 2022-23 and a number of quick win changes recommended by the review have been implemented for the start of 2023-24. A timeline and priorities for addressing further recommendations will be in place by November 2023. We continue to see students being identified on programme as well as on entry.

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