Safeguarding UoC Children Vulnerable Adults at Risk Policy (incorporating the Prevent Duty and Modern Slavery) Annual Report 1 September 2020 to 31 August 2021 (including OfS (Office for Students) Prevent monitoring return reporting responses)

Introduction

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

- 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, disability etc.

Safeguarding is everyone's responsibility. The University takes a risk-based approach to safeguarding including Prevent, which is embedded within safeguarding at the University.

The OfS has issued guidance on the "Prevent Monitoring: Accountability and Data Return" to cover the reporting of academic year 2020-21.   The OfS has indicated some changes from previous reporting as follows:

- The requirement to submit an accountability statement has been removed but the four declarations that should be signed off by the chair of the governing body have been retained.
- A more detailed breakdown of the number of Prevent cases that providers have managed is now required, to allow improved understanding of the types of potential radicalization cases they have dealt with.
- The requirement for providers to submit data about the total number of events that have been referred to the highest decision maker has been removed.
- A more detailed breakdown of the number of speakers and events not approved by the provider and the reasons for rejection.
- A requirement to report on the total number of speakers or events approved subject to mitigations has been introduced.

The OfS Prevent contact for the University has confirmed that the reporting is likely to continue in the same format following the introduction of these changes and acknowledges that some data may be estimated as the change was introduced after the year end.

The OfS have indicated that they will not be undertaking random samples of the Accountability and Data Return for 2020-21.

The submission date to the OfS is 12 noon on 1 December 2021.

This 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 for other external bodies (eg OFSTED/ESFA) and to show the range of safeguarding and Prevent-related activity during 2020-21 academic year.

Terrorism threat level 2020- 21

The threat level for the UK in relation to international terrorism during 2020-21 was lowered from "severe" meaning an attack is "highly likely" to "*substantial*", meaning an attack is "likely" in February 2021. The threat level in Northern Ireland from Northern Ireland related terrorism remained as '*severe*' throughout 2020-21.

In relation to our local areas and campuses, the Prevent Risk Assessment has been updated to include a more specific indication of threat. In terms of this, the threat from far right-wing extremism continued with a focus away from Islamist related terrorism during 2020-21 except for in East Lancashire and London. There has been an increase in activity related to conspiracy theories in relation to Covid and covid vaccinations and growing concerns around INCELs (Involuntary Celibates). As much of the focus on teaching and learning during 2020-21 was online delivery, the risk of radicalization via online threats was increased over previous years. Self-initiated terrorism (lone actors) is a feature of terrorist related activity and Prevent referrals to Channel have an emerging theme of underlying vulnerabilities, such as mental health, without fixed ideology. Across the country referrals into Prevent/Channel continue to be predominantly males under the age of 21.

The University receives regular updates from the North-West Regional Prevent Coordinator and the Cumbria Prevent Coordinator regarding activity in the local northern areas and information for London from the NW DfE (Department for Education) Coordinator.

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"*

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

The Strategic Lead responsibility for Safeguarding and Prevent remained with the DVC (Health, Environment and Innovation) during 2020-21. The strategic lead is supported by the Head of Student Support who is the Operational lead (LOSO). Both roles are supported by the Director of Student Services and a small number of Safeguarding Officers.

The Safeguarding and Prevent Management Group, chaired by the Strategic Lead, provides advice on the University's approach to Safeguarding, including Prevent. Due to the shift in priorities and work required to ensure we adapted to the ongoing Covid-19 pandemic and preparations for increased on campus activity, a more pragmatic approach has been taken involving close oversight of safeguarding and Prevent via the Strategic and Operational Leads and Director of Student Services working with group

members and key Institute and Professional Service staff, as required and via the Annual Safeguarding audit process conducted by the Lead Operational Safeguarding Officer to ensure safeguarding continues to be embedded where required and for compliance.

No mandatory reporting to the OfS in relation to our Prevent Duty has been required during 2020-21 as there have been no serious issues that met the OfS reporting criteria.

Internal reporting on Safeguarding and Prevent and monitoring of welfare provision

- VCE received the Safeguarding/Prevent Annual Report and OfS data and accountability statement in November 2020.
- Audit and Risk Committee received the Prevent Annual Report and OfS data submission and draft accountability statement in November 2020 and an update on Safeguarding and Prevent in June 2021.
- Audit and Risk Committee received the Prevent and Safeguarding Risk Assessments and associated Action Plans in June 2021.
- The University Board of Directors received the Safeguarding and Prevent Annual Report 2019-20 along with updated Safeguarding and Prevent Risk Assessments & Action Plans, and the draft of the OfS submission and accountability statement in November 2020.
- It was agreed that the Safeguarding and Prevent Policy would roll over from 2019-20 for 2020-21. A fully reviewed Safeguarding: Children and Vulnerable Adults policy, incorporating Prevent, with associated documentation making roles and responsibilities clear has been approved by Business Assurance Board in October 2021
- 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. The Chaplaincy Coordinator also provided updates to the EDIW committee in relation to, for example, multi-faith prayer spaces.
- The Board also received regular updates during the 20/21 academic year regarding the University's approach to and management of student support through the ongoing pandemic.
- The University continued to recognize the challenges of supporting learners as their teaching and learning and student experience continued largely online during 2020- 21. This included further enhancing the visibility of the wider support available to students through a number of Student Wellbeing Buddy which made support calls to potentially vulnerable students with the majority of onward support referrals arising from these calls being directed to the Money Advice and Mental Health teams.

- **Key actions in relation to Safeguarding and Prevent during 2020-21**
- The Safeguarding and Prevent Management continued to operate via informal discussions with relevant members as required and an audit was undertaken by the Lead Operational Safeguarding Officer to inform this report in terms of embedded practice and compliance.
- Both the Safeguarding Risk Assessment and Action Plan, and the Prevent Risk Assessment and Action Plan continue to reflect the risks of increased vulnerabilities in relation to, for example, mental health, loss of income for our students, isolation, increased online work and study due to the national lockdown imposed in response to Covid-19. Students were supported with issues

such as the impact of being on clinical placement in health settings and dealing with Covid patients and NHS pressures.

- Risk assessments continued to be in place for under 18s both those entering study and those involved in online outreach activities.
- Nine students under 18 were admitted to the University in the academic year 2020-21. Risk assessments were conducted by Programme Leads and residence life as required, and copies lodged with the LOSO.
- Led by the Apprenticeship team in Academic and Quality Development and supported by colleagues in the Centre for Academic Practice Enhancement (CAPE) the University has made a number of improvements to its support for academics delivering degree apprenticeship programmes. Scrutiny at validation has been enhanced and proposers of new apprenticeship programmes are asked to highlight clearly how their provision covers the behaviours of the apprenticeship standard including in relation to Safeguarding and Prevent to ensure compliance with OFSTED and ESFA requirements. Programme teams have been asked to develop and deliver teaching content frames around the professional values of their respective industry, whether this is NMC or HCPC in health or APM or CMI in business etc.
- To help academic tutors delivering apprenticeships our academic toolkit has been expanded to include new pages on safeguarding, Prevent, British Values and EDI (Equality Diversity and Inclusion), with detailed examples and links to how they can adapt and refine key elements through their teaching. We are committed to developing additional training sessions to help tutors know how to spot transition from free speech to the prevention of radicalization.
- A Safeguarding checklist describing roles and responsibilities for the University and for Turing partners has been produced.
- Roles and responsibilities in relation to the National Tutoring Programme were developed during 2020-21.
- The University's Modern Slavery Statement is available at: Modern Slavery Statement | University of Cumbria
- The University submitted a response to the Protect Duty consultation which was approved via Business Assurance Board prior to submission.

Welfare, pastoral and chaplaincy support, ongoing response including relating to Covid-19 and to ensuring student's physical, psychological and spiritual wellbeing are recognized and addressed

- 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.
- 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 no identified faith), Counselling, Mental Health Case workers, Residence Life, Money Advisors, support for disabled students, international students, care leavers, L3, estranged students, adult carers and Sports Centre provision.
- 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 throughout lockdown. These teams along with others such as the Academic skills team, SAAS (Student and Academic Administration Service), student finance and catering play a key role in identifying students of concern and seeking the relevant support for them or signposting to relevant specialist provision.
- The personal tutor and other academic staff also form a key part of this framework. Regular events are held throughout the year to encourage students to access support and services are introduced at registration and induction. Full details of support can be found at:

- https://my.cumbria.ac.uk/Student-Life/Support/ Our services have continued to operate fully in an online mode with some face-to-face available, for example, in-session disability support.
- The Student 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.
- Residence life has continued to provide more in-person support (with risk assessment and Covid-secure practices in operation) to those for whom our halls are their current home.
- The University recognizes that some students (and staff) are more vulnerable to isolation, domestic violence, lack of mental health support and other influences that might affect them and that the move to online coupled with that increases the risk of radicalization. Students have had intensive and proactive support and have access to frequently updated FAQs and a Student Guide that covers wellbeing whilst studying remotely.
- Our mental health caseworkers have established a wellbeing blog and provided presentations and videos for virtual recruitment and induction events and for residential students for whom the option to return to a different base is not available. They are capturing covid-related impact on mental health at http://livewellatcumbria.com/
- The careers team focused on support for final year students as they prepared to move into a challenging job market.   There was a need to commit to support our students and early career alumni to develop sustainable career paths in an unpredictable and challenging landscape. This priority was specifically addressed within the first section of the Employability action plan. An enhanced, centralized online offer was delivered, with an increase in personalized alumni follow-ups and participation in the Cathedrals' Group bursary scheme. A new platform, Graduway (Cumbria Network), was purchased July 2021 to provide a platform for alumni to develop their network and receive and offer mentoring.
- The Money Advice Team saw an increase in demand for financial support due to many students losing their opportunity for part time work. The application route to hardship funding was simplified and a Covid-related grant of up to £500 introduced to meet immediate need due to, for example, loss of work. The financial situation of many students was alleviated in part due to the award from the OfS of an additional £337,894.00 in hardship funding which was fully disbursed.
- Around 18% of our students have a declared disability. The disability team have improved their processes including a further re-focusing of the disability questionnaire and the introduction of a new stand-alone triage mechanism to capture information and risks pertaining to academic outcomes, well-being/ safeguarding concerns and the continuing impacts of Covid. These processes identify those students most at risk and complex disabled students and communicate this information in Disability/ Action Plans.
- 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 services 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.

- Tutors actively monitoring 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
- The University submitted a response to the consultation on the proposed "Protect Duty"

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, access to counsellors and a range of information via the Staff Hub.

New initiatives to support student wellbeing and early identification of risk introduced in 2020-21

Student Enquiry Point

- The purchase of a system to provide a single point of access to the Directorate of Student Services a part of Project UoC 2020, was implemented in 2020-21 – The Student Enquiry Point (STEP). All Student Services' managers were involved in preparing the system for its launch on August 1, 2021. The implementation project required managers to scrutinize and, where possible, simplify their existing data collection and monitoring systems.
- The system is underpinned by self-help resources to enable students to take a key first step in exploring potential solutions to an issue.
- The system is designed to simplify existing in-house recording mechanisms in Student Services and top provide a holistic view of the student to reduce the need for a student with multifactorial needs to explain their issues to several different teams.
- The system has inbuilt identification of levels of risk in relation to Safeguarding/Mental Health and Disability cases.
- It 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.
- Those external to the Directorate of Student Services from within the University and external agencies can also use the Student Enquiry Point to raise concerns about a student.
- Physical support hubs have been agreed focusing on existing spaces in the library and the Barn at Ambleside, but further work needs to be done to finalise the shape of these moving forward.

Introduction of Student Engagement Coordinators to support Student Retention

- A new team of Student Engagement Co-ordinators, aligned to each of our five institutes with a remit for early support for students at risk of failure or non-engagement, was recruited in June 2021. The team report into the Student Hub Manager who is working closely with the Dean for Student Success and the Teaching and Learning Experience Leads to embed the work of this new team in supporting student retention. They have been involved in supporting students returning from intercalation, providing welfare checks with international students in self-isolation/quarantine prior to starting studies, and responding to general queries via the Student Enquiry Point, and are soon to be involved with co-ordinating support for students carrying resubmissions due to changes in emergency regulations during Covid.

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

- IT have been running compulsory Cyber Security training sessions during 220-21 for all staff across the University and will continue these for 2021-22 in an online format.
- They have provided guidance on cybersecurity for our students which can be accessed on the student hub and in induction sessions (including for Higher Level Apprentices). In addition, our Learning Advisers in the 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 information via Jisc, NVSC 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 IT incident management process refers to Safeguarding and Prevent and ties in with both the acceptable user 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.

External compliance 2020-21

1) OfS Annual Prevent Data Return and Accountability Statement2019-20

Following submission of a full Prevent Annual Report to VCE and the Board of Directors, the OfS Accountability Statement and Data Return for Prevent (2019-20) was submitted to the OfS by the deadline of 1 December 2020. The OfS confirmed they were satisfied that the University of Cumbria had discharged its Prevent Duty appropriately during 2019-20.

2) There have been no other external inspections or submissions required in relation to Safeguarding or Prevent during 2020-21.

3) This Safeguarding Annual Report mirrors the data in the draft proposed OfS Prevent monitoring: accountability and data return 2021 (reporting on the academic year 2020-21)

4) 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.

For the majority of the reporting period, the University was operating a largely online model of delivery focusing on teaching and learning. Access to campus was for specific purposes where staff and students needed to be present and inviting external speakers and holding events was not a priority

nor even available as an option for much of the time due to covid restrictions and the University's approach to risk management.

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 that they had 8 events that they approved during 2020-21.

A) Total number of events or speakers approved through the external speakers' process	SU: 8 events = 8 speakers UoC: 2 events = 14 speakers
B) Total number of events or speakers approved subject to any mitigations or conditions	All approved without conditions
C) Number of events or speakers approved subject to any mitigations of conditions due to Prevent-related risks	No mitigations or conditions imposed due to Prevent –related risks

The University has a team of trained delegated appointed officers who process the authorisation of each external speaker event for their respective departments.

Events and speakers rejected

Dataset	Health and Safety	Procedural Matters	Reasons related to Prevent risk	Other matters	Total
	0	0	0	0	0

The small numbers are due largely to the impact of Covid –19 and the move off campus. It has been recognised in the Prevent Risk Assessment that the protocols need to more explicitly reference events where under 18s may be present and online events moving forward.

The Chaplaincy Coordinator continued to oversee the risk assessment of the multi-faith spaces and devised a protocol in preparation for the resumption of activities on campus as part of the blended approach to learning.

External partnership working

1) **Prevent-Related**

There have been regular online meetings between the DfE Regional Prevent Coordinator and the Lead Operational Safeguarding and Prevent Officer and Director of Student Services.

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 cannot be shared for security reasons.

The Lead Operational Safeguarding and Prevent Officer meets 2-3 times year with the North DFE (Department for Education) Prevent Coordinator and other HEI Prevent Leads.

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

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 and Local Authority Designated Officers (Childrens' and Adult Workforce), Crisis MH teams etc., making referrals to and receiving referrals from them as appropriate to each case.

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. Higher Level Apprentice subcontracted provision agreements reference compliance with Prevent and Safeguarding as do Employer Agreements for apprenticeships.

Safeguarding and Prevent -Related Training: Staff

Safeguarding and Prevent Training is mandatory for all staff on induction and subsequently every two years or annually depending on role. There are two basic online modules: one for Safeguarding and one on " Inclusive, Cohesive and Safe Universities" (Prevent). It was hoped that the Home Office training for staff would be made available during 2020-21 but due to some technical issues, this was not possible. Face to face sessions by the Regional Prevent Leads and the Head of Student Support were not possible due to Covid 19. Dates for 2021-21 have been agreed. These will provide a valuable insight into HE (Higher Education) related Prevent cases.

Safeguarding and Prevent and wider wellbeing training. Training: for the period 1 September 2020 to 31 August 2021

Data set	
Number of staff identified as key in relation to the Prevent Duty	941
Number of key staff receiving induction Prevent training	89
Number of key staff receiving refresher Prevent training	144
Number of staff receiving broader welfare or safeguarding training	
• Safeguarding Training	234
• Introduction to resilience	41
• The changing world – developing resilience	31
• Managing mental health in the workplace	34
• Cyber Security	123
• Information Security, Being Safe Online	464
• Implementation of Student Enquiry Point training	121

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. As safeguarding is everybody's responsibility staff are expected to undergo Safeguarding and Prevent training every 2 years (annually for the Lead Operational Safeguarding Officer). Training is delivered in many forms and as such there will be some double counting in the data in table 4. 89 newly appointed staff completed the online Prevent training as part of their mandatory induction training. 144 staff completed the online Prevent training. This will be those completing for the first time and those repeating it as part of their 2-year updating requirement.

There have been no face-to-face training sessions offered in Prevent by the Regional DFE Coordinator and the Head of Student Support during the period due to the impact and management of covid. Dates have been agreed for 2021 – 22 academic years. It had been hoped that the Home Office online Prevent training package could have been made available for staff during 2020-21 to provide more updated examples relevant to the sector but this was not forthcoming.

Student Services staff received training on how to use the Student Enquiry Point.

The Lead Operational Safeguarding Officer undertook updated Prevent refresher training with the Northern Prevent Team and training on Information Security and Being Safe Online in March 2021.

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.

Student Engagement

The student voice is heard via the representation of the Students' Union (UCSU) on the Safeguarding and Prevent Management Group. UCSU 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.

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

Safeguarding Statistics

Trends:

Nationally and within the HE sector there is increasing awareness of mental health issues, and this remained a key trend as lockdown conditions changed. Referrals to the mental health and wellbeing service for students fell from 614 referrals in 2019-20 to 500 in 2020-21, but students needed more ongoing support than previously and there was an increase in those requiring mental health mentoring. This downward trend is in line with the sector. The Mental Health team continued to reach out proactively to students and to support staff dealing with students with mental health issues.

The team of Student Wellbeing Buddies continued to follow up with students with covid and those self – isolating and the main follow up required was in relation to mental health and wellbeing and money advice as students continued to face difficulties in continuing or seeking part time employment due to the national picture in relation to the pandemic.

The safeguarding data shows a very slight increase in overall cases overseen by the Lead Operational Safeguarding Officer (117 from 116 in 2019-20). This shows that despite a focus on continued online support and study, the safeguarding mechanisms were still working correctly. This is against the overall drop in referrals to the Mental Health and Wellbeing Team. Not all Safeguarding/Prevent cases require mental health support.

10 cases involved concerns raised to the University by members of the public or applicants about themselves being the subject of allegedly inappropriate behaviours by our students or having serious concerns about the wellbeing about our students. Some of the cases involved graduates requesting information in relation to their own cases of abuse which they are pursuing with the police and where our specialist teams hold information/disclosures of relevance to their case. A small number of reports were from family members who had concerns about their loved one's whereabouts or had concerns from having their family at home due to lockdown. Welfare checks are implemented in these cases.

Although the number of cases involving external agencies fell slightly from 20 to 16, the working relationships developed with agencies such as the Police, Local Authority Designated Officers and local Social Services, are invaluable.

The number of cases involving the crisis team has fallen from 20 to 16 but due to the pressure on the NHS teams and changes to thresholds for accepting cases this is not surprising. It is a concern that 83 cases involved issues relating to mental health including risk to self from self-harm, or suicidal ideation. An increase of 50% against last year's cases.

A concern is also around an increase from 7 to 19 in relation to cases involving allegations of sexual assault/harassment as the victim both from other students (7) and others. These include emerging domestic violence situations which again are becoming known as lockdown has eased. A working group, led by the Director of Student Services, is reviewing the University's policies, procedures and support related to harassment and sexual misconduct.

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.

The team have added a new question into their assessment process to capture the extent to which the individual's mental health is associated with their situation in relation to the pandemic.

Disability Services have a triage mechanism to identify the most complex and high-risk students to prioritize the distribution of disability action plans. The service has made process improvements during 2020-21 to improve efficiency in triage and in sending out action plans to tutors and have been thoroughly reviewing their working practices as they have been preparing to move new casework into the Student Enquiry Point/Case Management system introduced for staff and student use in August 2021.

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 (5) in 2020-21. We have been able to re-engage the student before the need to call external statutory agencies such as the Police.

Honor Rhodes Head of Student Support (Lead Operational Safeguarding and Prevent Officer) Directorate of Student Services