

University of York
Safeguarding and Prevent - Apprenticeships policy statement

Named personnel with designated responsibility for safeguarding within University of York

Wayne Campbell	Academic Registrar Lead Safeguarding Officer
Nic Streatfield	Director of Student Life and Wellbeing Deputy Safeguarding Officer
Jill Ellis	Lead Liaison Officer Head of Student Support
Adam Dawkins	Prevent Safeguarding Lead
Sarah Sadler	Apprenticeship Manager Safeguarding Lead for Apprenticeships
Safeguarding mailbox	safeguarding@york.ac.uk
Report and Support	https://reportandsupport.york.ac.uk/
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1. General principles

The purpose of this policy statement is to ensure that all apprenticeship learners are protected through the awareness and preventative and reactive action of **all** University of York (“the University”) staff who assist in the teaching, support and guidance of apprenticeship learners.

The University takes seriously its responsibility to safeguard and promote the welfare of our apprenticeship learners; and to work together with all University representatives and external agencies to promote a multi-agency approach to safeguarding.

At the University of York we understand that any of our apprentices may experience outcomes or barriers to their learning which may be a cause for concern. We ensure that all University staff who are responsible for teaching, supporting or interacting with apprentices are trained to recognise behaviours, signs and symptoms of significant harm or need and will act appropriately and in the interest of the learner, when required.

2. Legislation and recommendations

This policy covers the legislative requirements and recommendations pertaining to the protection of children, young people and adults at risk in the UK, in accordance with statutory guidance on safeguarding and promoting the welfare of learners in education.

This policy has been created in line with:

- **The Children Acts, 1989**, provides the legal framework for the protection of people under 18 in the UK, specifically sections 17 & 47
- Statutory guidance on making arrangements to safeguarding and promote the welfare of people under 18 in the UK under section 11 of the **Children Act, 2004**
- Statutory guidance on **Keeping children safe - in schools and colleges, 2022**
- Section 93 of the **Education and Inspections Act, 1996**, guidance on the use of reasonable force and section 26 of the **Equality Act, 2010**
- **Working together to safeguard children 2018**
- **The care act 2014**
- **The social services and wellbeing act 2014**

3. Scope of the policy

The University of York:

- believes that **all** University staff, particularly those working with apprenticeship learners, have a collective and individual duty to provide a caring, safe and supportive environment that positively promotes the health and wellbeing of each individual learner along with their social, physical and moral development
- recognises that **all** University staff, particularly those working with apprenticeship learners, have a responsibility to protect our apprenticeship learners from harm whilst ensuring a consistent learner-centred approach to assessing and supporting, based on a clear understanding of learners' individual needs.

This policy statement applies to all University staff who are responsible for teaching, supporting or interacting with apprentices, and is aligned to the University's [Safeguarding Framework and Reporting Procedure](#) and supporting documentation.

4. What is safeguarding?

Safeguarding at the University is defined as the protection of learners and the promotion of their welfare. Safeguarding comprises four main aims:

Protection from maltreatment or significant harm

Preventing impairment of health or development

Ensuring all learners have the opportunity to experience circumstances consistent of safe and effective care

Taking action to enable people to achieve the best outcomes

Working Together to Safeguard Children, 2018 defines maltreatment as;

'...Inflicting harm or failing to prevent harm'

The Children Act, 1989, 2004 defines harm as;

'Ill-treatment or the impairment of health or development'

Significant can be defined as;

'Compared to the health and development of another with that which could be reasonably expected of a similar person (child, young person, adult or learner)'

The University understands that there are numerous recognised barriers to learning and categories of significant harm or maltreatment which a learner may experience, such as:

- harassment and bullying
- forced marriage
- physical abuse
- sexual abuse
- emotional abuse
- neglect
- domestic violence
- financial abuse
- institutional abuse
- discriminatory abuse
- peer on peer abuse

The University:

- Adopts an inclusive approach to safeguarding. We understand the importance of recognising the signs and symptoms of potential maltreatment or significant harm and how to report and refer a concern.
- Recognises that a learner who is abused, experiences bullying or is witness to violence may feel alone, frightened and confused. We understand our responsibility to provide a stable, encouraging and safe environment.
- Accepts that experiencing harm may significantly affect the behaviour of a learner, ranging from what is perceived to be normal to aggressive or withdrawn.

Additional information on safeguarding and detailed definitions of the above categories can be found in the University's [Safeguarding Framework and Reporting Procedure](#).

5. Low Level Concerns

A low level concern is where the behaviour towards a vulnerable adult does not meet the threshold for referral. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the university may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

As KCSIE 2022 states, everyone is responsible for safeguarding and low level concerns should be reported to the safeguarding lead who formally records any concerns within a low level concerns log.

6. Prevent

Following statutory guidance issued under Section 29 of the Counter-terrorism and Security Act 2015, a duty is placed upon the University of York (University) in exercising our

undertakings to have 'due regard to the need to prevent people (staff, students and visitors of the University) from being drawn into terrorism'.

In complying with the Prevent Duty, the University aims to demonstrate an awareness and understanding of the risk of radicalisation within the institution. This risk may vary greatly and can change rapidly, but no area within the institution is entirely risk free.

There are three themes for consideration:

- effective leadership
- working in partnership
- appropriate capabilities.

This is set out in the University's [Policy and Management Procedure - Prevent Statutory Duty](#) and associated [Prevent duty - risk self-assessment](#).

An important part of Prevent is also the promotion of British values. These are the norms that shape our society and which are enshrined in law, through legislation such as the Equality Act 2010.

British values are described as:

Democracy

The rule of law

Individual liberty

Mutual respect and tolerance for those with different faiths and beliefs, and no faith/belief.

Apprentices are encouraged to explore British Values as part of their apprenticeship programme, and contextualised within their programme of study.

7. The University's responsibilities

The University will:

- support the development of every apprentice and employees in ways which will foster security, confidence and independence
- provide an environment in which apprentices feel safe, valued and respected
- implement preventative safeguarding measures to help raise awareness of safeguarding and protect learners from maltreatment or harm
- ensure that employers are aware of their safeguarding obligations, through guidance and training
- maintain open channels of communication with each employer. Apprentices may act very differently depending on their environment and may feel more comfortable discussing sensitive issues with different people
- ensure that safe recruitment measures are implemented for staff working in regulated activity with learners, specifically those under 18
- employ designated members of staff responsible for raising awareness of safeguarding and Prevent, providing specialist support to staff, learners and clients when necessary
- support all staff affected by their experiences of safeguarding concerns and protect learners by encouraging staff to share concerns using the confidential

safeguarding@york.ac.uk email address or by contacting the Lead Safeguarding Officer.

8. Designated Lead Safeguarding Officer, Deputy Safeguarding Officer, Lead Liaison Officer, and Prevent Lead

The responsibilities of the Lead Safeguarding Officers, Lead Liaison Officer and Prevent Lead include:

- providing support and advice to staff who share a concern or disclosure about a learner and maintaining appropriate records of concerns, incidents or disclosures on a secure central risk register
- immediately investigating significant concerns and referring to the local Safeguarding Children's Board or Adult Safeguarding Board when necessary
- oversight of the creation and maintenance of a secure, confidential, single central file to record staff DBS certificate details, safe recruitment details, emergency contact information and learner data for apprenticeship programmes
- oversight of the delivery and review of the University's staff training in safeguarding and Prevent
- oversight and delivery of the Prevent management procedure and risk self-assessment
- ensuring that all non-confidential documentation relating to the University's Apprenticeship Safeguarding Policy and procedures is made available to all University staff, learners and employers and the safeguarding referral procedure is made available to every learner-facing University faculty.

9. University staff responsibility

University staff have a duty to:

- understand and fulfil their safeguarding responsibilities as outlined in this policy statement, the University's [Safeguarding Framework and Reporting Procedure](#), and any supporting documents
- ensure that all learner data is kept confidential in line with the University's Contract for Services and Data Protection Policy
- report any safeguarding concerns or disclosures **immediately** to the Lead Safeguarding Officer, using the email: safeguarding@york.ac.uk in line with the University's reporting concerns procedure and supporting guidance
- maintain strict confidentiality with learners in line with this policy and guidance from the Lead Safeguarding Officer
- engage in safeguarding and Prevent training and complete safeguarding assessments and qualifications as required
- act on the basis that the welfare of the learner is of paramount concern and, if in doubt, to **immediately** seek advice from the Lead Safeguarding Officer

10. Confidentiality

The University recognises that all matters relating to safeguarding will only be shared with individuals who need to be made aware of the situation to appropriately discharge the University's responsibilities and duty of care.

All University staff must be aware that they have a responsibility to immediately disclose information which, if not shared, may compromise a learner's safety or welfare. All University staff will be fully supported by the Lead Safeguarding Officer.

University staff must always endeavour to share our intention to report a concern or refer to the safeguarding referral procedure, with parents/carers of young learners and the learner themselves in all cases unless to do so would put the learner at greater risk of harm