

Safeguarding Policy and Procedures

Durham University

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1. Introduction

- 1.1. Durham University is committed to creating and maintaining a safe and positive environment and accepts our responsibility to safeguard the welfare of the University Community.
- 1.2. It is recognised that within the University Community, there may be members who are at risk at any given time. As such this policy represents the commitment of the University in its obligation to protect children and vulnerable adults who are at risk of harm, abuse, neglect, exploitation, and discrimination, whilst also preventing members from being drawn into radicalisation.
- 1.3. All members of the University Community have a role to play. Members will be encouraged and supported to demonstrate commitment to the principles and practice set out in this policy, whilst also working within the principles of equality, diversity, safety and dignity.
- 1.4. The guidance in this policy is aimed at staff and students, however, the policy remains applicable to all members of the University Community, regardless of age (including contractors, visitors, and members of the public who come into contact with the University and its work or events). It provides a framework that aims to:
- Promote a culture of safeguarding by protecting people's health, wellbeing, and human rights, enabling them to live free from harm, abuse and neglect. This also includes being drawn into terrorism through radicalisation.
 - Promote a culture in which people who need help or advice feel able to tell someone, and where signs of harm in which signs of possible harm, mistreatment, neglect or attempts to radicalise are recognised and appropriately acted upon.
 - Provide clarity of procedure for those involved, including reporting concerns, recording, and communicating information, data protection and confidentiality.
 - Promote positive collaborative working within the University and with any external agencies involved.
 - Ensure that the University is inclusive for all, making reasonable adjustments for disability and/or impairment.

1.5. Roles and responsibilities

Role	Role-holder	Responsible for
University Council	Members of Council	<ul style="list-style-type: none">• Ultimate responsibility for safeguarding within the organisation and for compliance with all legal obligations by the University.• Maintaining awareness of this responsibility and any changes following each annual review of the policy.
Lead Safeguarding Officer (LSO)	University Secretary	<ul style="list-style-type: none">• Implementation and promotion of the University's Safeguarding Policy.• Ensuring the Safeguarding Policy and guidance is updated regularly and reflects changes to legal requirements and good practice.• Representation of safeguarding activities and trends at Executive level.

		<ul style="list-style-type: none"> • Maintaining adequate records of any safeguarding allegations, investigations, referrals and their outcomes.
Deputy Lead Safeguarding Officer	Director of Student Support & Wellbeing	<ul style="list-style-type: none"> • Acting as a point of contact for Safeguarding concerns, receiving information and recording those concerns. • Providing information, advice and training to appropriate staff in respect of their Safeguarding responsibilities. • Investigating and acting upon concerns as appropriate, including seeking advice or making a referral to external partners. • Maintaining adequate records of any safeguarding allegations, investigations, referrals and their outcomes.
Local Safeguarding Officer(s)	Various	<ul style="list-style-type: none"> • Assisting in the implementation of local Safeguarding Procedures. • Being aware of indicators of abuse and neglect. • Operating as a local contact for safeguarding matters. • Escalating concerns to Deputy Lead Safeguarding Officer.

1.6. The University is also committed to additional provisions, referenced within **Appendix D**.

2. Definitions

2.1 Definition of an Adult at Risk: *The Care Act 2014 explains that the term ‘adult at risk’ has replaced ‘vulnerable adult’, with focus on the situation causing the risk rather than the characteristics of the adult concerned. As such, safeguarding duties apply to any adult (18 years and over) who meet any or all the following criteria:*

- *has needs for care and support;*
- *is experiencing, or at risk of abuse or neglect;*
- *is unable to protect themselves from either the risk of, or the experience of abuse or neglect.*

2.2 Definition of a Child: *Anyone under the age of 18 is legally classed as a child regardless of maturity and level of independence and therefore this policy applies to anyone under the age of 18.*

2.3 Types of Harm/Abuse/Neglect (any or all of these types of harm/abuse may be perpetrated as the result of deliberate intent, negligence or ignorance):

- **Physical harm:** actual or attempted physical injury inflicted non-accidentally (including spitting, hitting, slapping, pushing, kicking). Misuse of medication or drugs (including depriving someone of prescribed or non-prescribed drugs or giving the person dangerously large amounts of drugs and/or alcohol). Inappropriate restraint or sanctions.

- **Sexual harm:** inappropriate intimate contact, including rape, sexual assault, sexual touching, sexual acts to which that person has not consented, could not consent, or was pressured into consenting. Subjection to pornography, indecent exposure and witnessing sexual acts. Sexual harassment, including verbal comments and/or innuendo.
- **Psychological/Emotional harm:** threats of abandonment or harm, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.
- **Financial or material harm:** theft, fraud, exploitation, scams, pressure in connection with wills, property, inheritance, financial transactions, or the misuse or misappropriation of property, possessions or benefits. Online scamming and coercion in relation to financial affairs and arrangements.
- **Neglect and acts of omission:** ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, failure to share appropriate information, the withholding of the necessities of life, such as medication, adequate nutrition and heating. This includes self-neglect.
- **Discriminatory abuse:** unequal treatment based on a protected characteristic, verbal abuse, derogatory comments, denial of communication aids, harassment, deliberate exclusion. Denying access to services or giving sub-standard services.
- **Modern Slavery:** human trafficking, forced labour, domestic servitude, being bound by debt, sexual exploitation such as escort work, prostitution, pornography.
- **Domestic abuse:** physical, sexual, psychological, financial abuse. Control and coercion. Honour based violence.
- **Institutional/Organisational harm:** instances of poor care or unsatisfactory professional practice, inclusive of intent, through neglect and misuse/ignorance of structure, policy, procedure, process and practice. May be a singular incident or ongoing.
- **Abuse through a position of trust:** instances of preferential treatment or attention, including (but not limited to) spending individual time with a person outside working or volunteering hours, the giving of gifts, being overly affectionate or making suggestive/sexual remarks.
- **Forced marriage:** is a marriage in which one or both parties do not, or cannot consent to the marriage, and duress is involved. Duress includes both physical and emotional pressure. It differs from arranged marriage, where both parties give their full and free consent to the marriage.
- **Online, e-technology and cyber bullying:** bullying, coercion or intimidation through email and online – including perpetration through the exploitation of a protected characteristic; identity theft and abuse of personal information; exposure to obscene, violent or distressing material; pro-eating disorder, self-harm or suicide sites; sexual exploitation online and grooming, often through social networking site.
- **Radicalisation:** This is defined in the Prevent Duty Guidance as *‘the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups’* While not always the case, it is recognised that children and adults at risk may be more likely to be drawn into radicalisation. The aim of radicalisation is to attract individuals to a way of reasoning and legitimacy, embedding and persuading extreme

views. This may occur online or through the development of a relationship. **Appendix B** contains further information, including the UK Government Prevent Strategy.

2.4 This is not an exhaustive list. Harm, abuse, mistreatment or neglect may occur as a result of specific incidents. However, concern may also grow over a period of time and an accumulation of concerns may prompt a response. Durham University recognises that circumstances, ability and risk can change over time, and that a person may or may not identify themselves as being *'at risk'*

3. Principles

3.1. The [Care Act 2014](#) sets out the following principles that underpin safeguarding:

- **Empowerment** - People being supported and encouraged to make their own decisions and informed consent.
- **Prevention** - It is better to take action before harm occurs. This is the act of organisations working to stop abuse before it happens, raising awareness, training staff and making information easily accessible, helping to demonstrate prevention measures and encouraging individuals to ask for help.
- **Proportionality** - The least intrusive response appropriate to the risk presented. This ensures that services take each person into account when dealing with abuse, respecting each individual and assessing any risks presented, taking a proportionate and least intrusive response to the issue presented.
- **Protection** - Support and representation for those in greatest need.
- **Partnership** - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- **Accountability** - Transparency in safeguarding practice. Safeguarding is everyone's responsibility and accountability and having complete transparency in delivering safeguarding practice makes sure that everyone plays their part when it comes to safeguarding

3.2. The [Care Act 2014](#) statutory guidance defines **Adult Safeguarding** as:

'Protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances'

3.3. The [NSPCC](#) defines **Child Safeguarding** as:

'the action you take to promote the welfare of children and protect them from harm'

3.4. Contextual Safeguarding is an approach to responding to the harms that people face in community, education and peer contexts. Durham University is the home of the Contextual Safeguarding research programme and as such is taking steps to integrate the principles of the approach into our safeguarding policies and practices. This means that the University is committed to creating contexts in which students and staff feel and are safe; that students and staff will have multiple routes to seeking help and support, and that all members of our university community will know and understand their role in creating safe and inclusive environments, and that we will work to recognise contextual drivers of harm and respond accordingly.

4. Relevant Legislation, Policy and Procedure

4.1 This policy exists alongside and is complemented by other Durham University policies and procedures, as well as current UK legislation. This includes:

Policy

- Non-Academic Misconduct Procedure ([Non-Academic Misconduct and Discipline - Durham University](#))
- Sexual Misconduct and Violence Policy ([Sexual Misconduct and Violence - Durham University](#))
- Student Complaint Procedure (Individuals and Behaviour) ([Student Complaint Procedure \(Individuals & Behaviour\) - Durham University](#))
- Report and Support ([Report+Support - Durham University](#))
- Fitness to Study
- Team Durham Student Athlete Code of Conduct ([Team Durham Code of Conduct - Durham University](#))
- Health and Safety Policy
- Employee Code of Conduct
- University Codes of Practice ([Codes of Practice - Durham University](#))

Legislation

- The Care Act 2014
- Keeping Children Safe in Education 2024
- The Children Act 1989 & 2004
- The Protection of Freedoms Act 2012
- The Domestic Abuse Act 2021
- The Mental Capacity Act 2005
- The Sexual Offences Act 2003
- The Human Rights Act 1998
- The Data Protection Act 2018
- Terrorism Acts 2000 and 2006
- The Counter Terrorism and Border Security Act 2019
- The Equality Act, 2010

- The Safeguarding Vulnerable Groups Act 2006
- The Anti-Social Behaviour, Crime and Policing Act 2014

4.2 The University is committed to safeguarding its community by protecting children and adults at risk and promoting their welfare. Where it has been identified that individuals are likely to have contact with children / adults at risk in the course of their work, the University will follow the statutory guidance ([Safeguarding Vulnerable Groups Act 2006](#)).

4.3 Training

- Durham University commits to undertaking action to ensure that all employees are aware of the University's obligations and responsibilities under this and associated UK legislation. The University provides training materials relating to this policy for employees to use and obtain the necessary knowledge and competence to fulfil their responsibilities.
- The completion, and ongoing review/refreshment of this training is recommended for all University employees.
- Good Practice Guidance for those in contact with children / adults at risk is included in **Appendix A** of this policy.

5. **Recognising signs and indicators of harm/abuse/neglect (including radicalisation)**

5.1 The clearest expression of harm/abuse/neglect is a disclosure by the person themselves. Alongside the trust placed in the individual they have reported this to, goes the responsibility of that individual to escalate concerns.

5.2 However, it is also recognised that suspicions of potential harm/abuse/neglect may come to light in other ways, which may include the following physical or behavioural signs (this list is not exhaustive):

- Unusual or suspicious injuries – including a prolonged interval between illness/injury and presentation for medical care or a complete lack of medical care.
- Dubious or inconsistent explanations for injuries or bruises.
- Neglected/unkempt or under nourished appearance.
- Becoming withdrawn, socially isolated and increasingly fearful (e.g. demonstration of fear of another individual or demonstration of fear of going home).
- Difficulty in conversation with the person at risk (e.g. another individual unreasonably insists on being present).
- Anxious or disturbed behaviour.
- A change in the levels of confidence.
- Inappropriate sexual awareness.
- Self-harm.
- Loss of money and/or belongings.

5.3 In addition, it is important to understand the potential risk of radicalisation amongst children and adults at risk. Whilst it is difficult to pinpoint all the indicators that demonstrate a person is being drawn into terrorist or extremist ideologies or potential radicalisation, some factors to consider may include:

- Has there been a recent and noticeable change in the person's behaviour?
- Have they become withdrawn from or hostile to teaching staff, friends and peers?
- Have they been frequently absent from tutorials?
- Have they suffered mental health issues?
- Are they classified as 'at risk'? This may increase vulnerability to being drawn into extremism.

**The term 'at risk' means that actual harm, abuse or neglect does not need to occur before practitioners intervene, rather early interventions to protect an individual at risk should be considered to prevent harm, abuse and neglect.*

- Have they expressed intolerance towards moderate views, or demonstrated extreme views regarding sections of society or government?
- Have they made any open statements suggesting a desire/intent to take part in or support extremist activity, for example in tutorial discussions or in written work?
- Is there evidence that they have been downloading, viewing or sharing extremist material, including on social media sites?
- Have they been found to be in possession of extremist literature?
- Do they have any known connections with [proscribed terrorist organisations](#) or groups that hold or promote extremist views?
- If they have been accessing extremist websites, what is the reason (e.g. for academic or study purposes)? If so, has this been approved?
- Are there reports of concerns from other individuals about the person's behaviour?

5.4. It is also important to understand that members of the university community may notice trends, groups or locations that warrant a response. As such, recognising locations within the university campus where harm may be more likely to happen will assist in any steps necessary to increase protection and safety.

6. Raising a safeguarding concern to the University

6.1 The University encourages all staff and students to respond promptly to any concerns regarding potential harm, as covered under this policy. All reports made in good faith will be dealt with fairly. However, the University recognises the possibility of malicious or vexatious complaints and any complaints identified as such may result in disciplinary action being taken against the complainant.

6.2 There are four key principles to understand when raising a concern ([Appendix C](#) contains further information and step by step guidance on this):

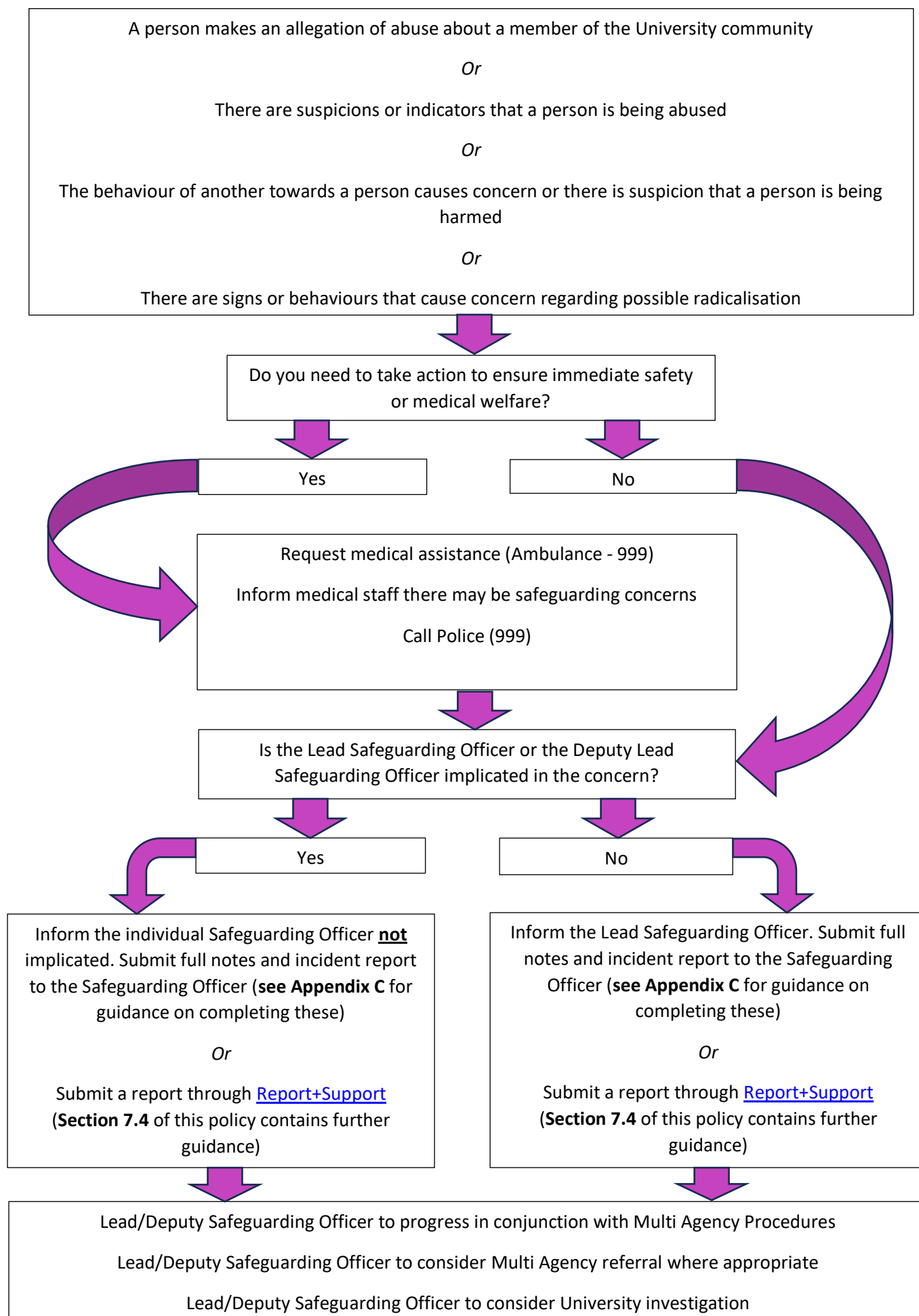
- **Recognise** - Know what to look for; recognise the signs and symptoms and listen to concerns. Seek help and discuss matters early in the course of your concerns.
- **Record** - Keep a clear and contemporaneous record of your concerns.

- **Report** - Know where to get help and who to report your concerns to within the University.
- **Refer** - It is the responsibility of the Lead Safeguarding Officer (LSO) to refer concerns on to the appropriate external agencies.

6.3 Some examples of when a report should be made, include when:

- A person makes an allegation of abuse about a member of the University community, including within the course of University business. This can also be made by a third party.
- There are suspicions or indicators that a person is being abused; for example, where there are observable changes in that person's behaviour that may be related to abuse.
- The behaviour of another towards a person causes concern or there is suspicion that a person is being harmed.
- There are signs or behaviours that cause concern regarding possible radicalisation.

6.4 The flowchart below outlines practical guidance on the process to follow. Additional information is contained within **Appendix C** where indicated, whilst **Sections 7 and 8** below also contain further guidance to complement the flowchart:



7. Recording a disclosure

7.1 The person making the report should follow the below guidance as a basis:

- Make a written record of what the person has disclosed using their own words as soon as possible.
- Ensuring that it does not increase risk, explain to them that it is your duty to share their disclosure/your concern with the LSO (adhering to GDPR principles as appropriate).
- Distinguish between factual information, allegation, observation and opinion to ensure accuracy.
- Maintain confidentiality and share information with the LSO on a 'need to know' basis.
- If the matter relates to the immediate safety of a person at risk or the wider community, contact emergency services (999) without delay.

7.2. There are several ways to formally report safeguarding concerns to the University, as outlined below:

7.3 Report directly to the University Lead Safeguarding Officer (LSO)

7.3.1. The role is shared between the LSO and their deputy/nominated person. The LSO and their deputy/nominated person can be approached directly, particularly in serious or urgent cases.

7.3.2. Liaison between the LSO and nominated deputies (including sharing relevant information, as deemed necessary), will occur in order to assess and manage risk, and to obtain a fuller picture of the concerns identified and parties involved.

7.3.3. If a member of staff or student is unsure of whether a matter should be reported, it is their responsibility to discuss their concerns with the LSO.

7.3.4 Responsibility of the LSO:

Once the matter has been referred to the LSO they or their deputy/nominated person will investigate the matter further. This is likely to include:

- Gathering the full details.
- Assessing risk and ensuring that the individual is not in any immediate danger.
- Taking any action deemed necessary in the circumstances, such as accessing the emergency services and liaising with other external agencies such as the Police and Social work.
- Liaising with others within the University as appropriate.
- Contacting parents or guardians unless this may place the individual in harm (consent to be sought if individual is 18yrs+).
- Maintaining written records of all actions, discussions and decision-making rationale, keeping these in a secure location.
- Acting as the point of contact for any external agency throughout an investigation.
- Referring the matter through disciplinary procedures.

7.4 **Report and Support**

Report and Support is an online reporting tool which allows anyone to report matters which are deemed to be unacceptable or of concern. Reports can be submitted with contact details (**identifiable**) or anonymously (**unidentifiable**). To make a report, or for further details, go to [Report+Support](#).

7.4.1 **Identifiable reporting**

- Reporting with contact details (openly) through Report & Support provides the individual with the opportunity to disclose personal details about themselves, the incident, and the reported perpetrator.
- It allows University staff the ability to respond to the person who raised the matter, discuss support options and, if necessary, take appropriate action, such as investigation.
- The University encourages individuals, wherever possible, to disclose incidents openly to ensure that appropriate support and action can be taken.

7.4.2 **Anonymous reporting**

- Individuals can choose to report matters anonymously to the University if they feel that it is appropriate in their circumstances. Anonymous reporting provides the University with statistical information, which is used to identify and monitor trends of any issues that arise at the University.
- It is important to note that the University will not be able to offer direct support and advice to the individual if an anonymous report is received, however, individuals are still encouraged to access appropriate support services as listed on the Report & Support webpage.
- The University will not normally act upon anonymous reports, notably where there is insufficient information to advance a fair and thorough investigation. However, there may be circumstances, including if the reported perpetrator has been named anonymously in one or more instances, where it will be necessary for the University to assess whether further action can be taken, as part of the University's obligations to provide a duty of care to all parties who may be affected.
- Further action may include one or more of the following: risk assessment, advising individuals where concerns about their behaviour have been raised, and/or assessing the matters raised under formal procedures.
- In matters that have been anonymously reported but are deemed to pose an immediate and credible risk to members of the University or wider community, this will be referred to the appropriate external agencies.

8. **Confidentiality**

8.1 Any initial disclosure of suspected harm/abuse/neglect or radicalisation to a member of the University community will be treated seriously and with sensitivity. Where concerns exist regarding risk to the welfare of the individual, or where there are concerns about the individual

being drawn into terrorism through radicalisation, the safety of the individual and/or the safety of other members of the community takes precedence, therefore confidentiality may be breached.

- 8.2 It should be made clear to the disclosing person and the individual involved, that confidentiality cannot be guaranteed. They should be made aware that there may be a necessity for this information to be shared, on a need-to-know basis, within the University and with external agencies.
- 8.3 Any information disclosed will comply with the General Data Protection Regulations (GDPR) and in accordance with the University's privacy and data protection policies and notices Privacy and data protection.

Appendices

9. *Appendix A: Good practice guidance for those in contact with children and vulnerable adults*

- 9.1 It is the responsibility of each member of the University community to act professionally and respectfully in their dealings with others. They must ensure that they are aware of the relevant legislation and policies relating to children and adults at risk, as outlined within this policy. Additionally, they must attend relevant training necessary as part of their role.
- 9.2 General points to be aware of when coming into contact with children or adults at risk may include (please note, this list is not exhaustive):
- Treat all children and adults at risk with fairness, dignity, equality and respect.
 - Be sensitive to appearance, race, culture, religion and/or belief, sexual orientation, gender and disability.
 - Respect the individual's right to privacy.
 - Always work in an open environment. If you are in a situation where you are alone with a child or an adult at risk, make sure that others can clearly observe you. Where possible, leave the door open.
 - Maintain a safe and professional distance in relationships with children and adults at risk. You should not share your personal contact details and you should not connect with them over social media.
 - Do not engage in sexual relationships with children and/or vulnerable adults.
 - Do not provide children or adults at risk with access to alcohol or banned substances (especially where that would be unlawful or inappropriate).
 - Avoid use of inappropriate language (including sexually suggestive comments) - challenge any unacceptable behaviour.

- Where appropriate, ensure you have written consent from the individual (or parent/guardian if a child) before taking photographs or making video/audio recordings.
- If you are required to administer first aid, ensure, wherever possible, that another employee is present, especially if you are concerned that necessary physical contact may be misconstrued. Ensure parental/guardian consent has been obtained in the case of administering first aid to a child.
- Ensure you have parent/guardian emergency contact details and medical consent is in place for instances involving a child.

10. Appendix B: Further definitions (Terrorism and Prevent)

10.1 Prevent

The aim of the Prevent strategy is to '*reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism*'. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. [Prevent duty guidance: Guidance for specified authorities in England and Wales](#)

- **Prevent**

Aim: "to prevent people from becoming terrorists or supporting terrorism. That will also require challenge to extremist ideologies which can be made to justify terrorism and intervention with some extremists who are moving into terrorism."

- **Pursue**

Aim: This means detecting and investigating threats at the earliest possible stage, disrupting terrorist activity before it can endanger the public and, wherever possible, prosecuting those responsible.

- **Protect**

Aim: "To strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. The work focuses on border security, the transport system, national infrastructure and public places."

- **Prepare**

Aim: "To mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience so we can recover from its aftermath."

10.3 Prevent Duty

This is defined as the duty imposed on universities and other public authorities by the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The government has issued statutory guidance for all

public authorities, and guidance specifically aimed at universities, on this duty. [The Prevent Duty in higher education \(HE\): training and guidance for practitioners - GOV.UK](#)

10.4 **Terrorism**

Under the Terrorism Act 2000, terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. Under this definition, the use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. The terrorist 'action' may be as a result of persons acting alone or as part of organised groups. Four domains are identified:

- a. International terrorism,
- b. Northern Ireland related terrorism,
- c. Extreme right-wing terrorism and
- d. Other forms of both secular and religious terrorism.

The Terrorism Act 2006 created a number of 'offences related to terrorism', including encouraging terrorism, glorifying terrorism, disseminating terrorist publications, training for terrorism and preparing terrorist acts.

10.5 **Extremism**

In the 'Prevent Duty' guidance, extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of the UK armed forces, whether in this country or overseas'.

10.6 **Freedom of speech**

The University will balance the duties set out in the Prevent strategy with the need to ensure freedom of speech and the importance of academic freedom.

11. Appendix C: Dealing with reported or suspected harm/abuse/radicalisation

11.1 **Step-by-step guide**

It is important to ensure that any declaration of suspected harm or abuse and/or being drawn into terrorism through radicalisation is treated seriously and sensitively (including those made by a third party). The limits of confidentiality should also be explained to the individual(s).

It should also be recognised that a declaration may be made to any member of the University community, in which case the institution is considered to have been informed.

If an individual presents with a critical situation and is requiring medical treatment, First Aid treatment must be the first step. Each Department will have a designated 'First Aider'. If an emergency situation arises, any member of staff can call the emergency services. Likewise, if a criminal act is suggested, the Police can be informed either independently or via a designated member of staff, in accordance with the University policies and procedures outlined in this Policy.

11.2 **Recognise**

All those in contact with children and/or adults must ensure that they are familiar with the potential signs of abuse or harm:

- Listen carefully and respond sensitively without expressing an opinion and without imposing personal views and values.
- Do not ask direct and invasive questions. These may prevent the individual from providing full information and may also trigger trauma symptoms.
- Display patience with the individual and encourage without pressure.
- Be aware that disclosing such information may be difficult for various reasons as outlined:
 - *the individual may be low in self-confidence;*
 - *they may not be able to articulate the information well;*
 - *they may not expect to be believed;*
 - *there may be a background of threat or coercion;*
 - *they may have received, or have been promised receipt, of presents, power or attention;*
 - *they may be protecting others, including an abuser/radicaliser or other potential victims;*
 - *the experience may have become a normal reality for the individual;*
 - Continue listening calmly, without expressing personal views or feelings on the information being disclosed.
 - Be honest and transparent about the necessity to inform other people, reassuring the person that wherever possible, you and others will try to keep them involved in the decision-making process.
 - Under no circumstances should you contact or confront the alleged abuser/radicaliser, even if they are known to you or is a student/staff member of the university.

11.3 **Record**

Make a written record of your concerns as soon as possible after the conversation. This record should include the following information as a minimum:

- Appropriate personal details e.g. name; age; address; Student ID number; and if appropriate, telephone number and email address.
- The nature of the concern. What has been disclosed, using direct speech where possible and being careful to remain objective and factual, making no assumptions; do not include personal opinions and interpretations.
- The source(s) of information about the concern.

- What you have discussed with the individual, including any advice you have given; it is important to document this fully.
- Names of other staff with whom you have discussed the incident.
- Details of the action you have taken or any referrals you have made (internal and external).
- Date and signature of the person making the record.

11.4 **Report**

Individual members of staff should never deal with abuse disclosures or concerns about radicalisation in isolation and should refer to Report and Support or directly to a Designated Officer for further information and guidance.

11.5 **Refer**

Once the matter has been referred to the Designated Officer or their deputy/nominated person, it is the responsibility of that person to investigate the matter further and take such further action as is necessary under the circumstances. This may include:

- Assessing risk and ensuring that the individual is not in any immediate danger. This includes taking any action deemed necessary under the circumstances, such as accessing emergency services and liaising with other external agencies as appropriate.
- Gathering additional detail.
- Liaising with other University staff as appropriate.
- Contacting the parent(s) or guardian(s) of the individual, unless this may place that individual at risk.
- Ensuring that there is a written record of all actions, discussions and decision-making rationale, keeping this document safe in a securely locked location.
- Acting as the primary point of contact for any external agency throughout the investigation, ensuring there is a nominated deputy in place where appropriate.
- Ensuring, where appropriate, that the matter is dealt with under the relevant internal procedure, (including, but not limited to, Disciplinary Procedures and Fitness to Study procedures).

11.6 **Confidentiality**

It should be made clear to the disclosing person and the individual involved, that confidentiality cannot be guaranteed. They should be made aware that there may be a necessity for this information to be shared, on a need-to-know basis, within the University and with external agencies. This may include immediate disclosure to emergency services if appropriate.

Any information disclosed will comply with the General Data Protection Regulations (GDPR) and in accordance with the University's privacy and data protection policies and notices Privacy and data protection.

12. Appendix D: Roles and responsibilities

12.1 Durham University is committed to having the following in place:

- A Lead Safeguarding Officer who is accountable for the production and dissemination of guidance and resources to support the policy and procedures.
- A clear line of accountability within the organisation for work on promoting the welfare of all adults.
- Procedures for dealing with allegations of abuse or poor practice against members of staff and students.
- A Department and/or Working Group that effectively deals with issues, manages concerns and refers to a disciplinary panel where necessary.
- A disciplinary panel will be formed as required, if appropriate and should a threshold be met.
- Working effectively with other organisations to safeguard and promote the welfare of children and adults, including arrangements for sharing information where appropriate and/or required by law.
- Appropriate whistle blowing procedures, with an open and inclusive culture that enables safeguarding and equality & diversity issues to be addressed.