

Brunel University London

Safeguarding Policy for Children and Vulnerable People

CHANGE LOG		
14 May 2024	Full review and Update – Terry Vass	Approved by Safeguarding and Support Committee

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1. Policy Statement

Brunel University London is committed to providing a safe environment for all individuals who access our facilities, with a particular focus on safeguarding children and vulnerable people. We understand our responsibility to prevent harm or risk of harm to these groups, and our policy aims to ensure this commitment is consistently applied across all university activities.

Our university hosts a range of events and activities that attract a diverse audience, including children and vulnerable people. Therefore, we recognise our duty to implement appropriate measures to safeguard their wellbeing. These measures include thorough risk assessments, staff training, and protocols for addressing allegations of abuse or misconduct.

We believe in empowering our staff and students with the necessary knowledge to uphold our safeguarding standards. This policy is designed to protect the most vulnerable users of our facilities, ensuring they feel safe and secure during their time at Brunel University London.

2. Scope

The scope of this policy encompasses all individuals who are part of or interact with Brunel University London, including staff, students, visitors, and external organisations. It applies to university organised activities both on and off campus where contact with children or vulnerable people may occur.

Our safeguarding approach recognises that university members, especially those in positions of trust, have a personal obligation to ensure the safety and welfare of children and vulnerable people. The University's responsibility includes all interactions with these groups, whether within formal academic settings or informal events.

Staff who may have significant unsupervised contact with children or vulnerable people may be required to undergo a Disclosure and Barring Service (DBS) check as per recruitment policy. Additionally, this policy aligns with other relevant university policies, such as the Bullying and Harassment Policy and the Sexual Violence and Sexual Harassment Policy. The latest versions of these policies can be found on the University's website [here](#)

3. Safeguarding Structure and Responsibilities

Brunel University London has established a comprehensive structure to manage safeguarding across the university. The Registrar serves as the Designated Safeguarding Lead (DSL), chairing the Safeguarding and Support Committee. The committee is responsible for overseeing safeguarding policies and ensuring their implementation throughout the university.

Each university area with frequent interactions with children or vulnerable people has a designated staff member responsible for safeguarding in that area. These individuals, known as Designated Safeguarding Officers (DSOs), are the primary points of contact for safeguarding matters within their

domain. They are tasked with receiving and escalating reports of suspected harm or abuse to the DSL within a maximum of 24 hours.

To ensure a coordinated response to safeguarding concerns, specific guidelines are provided for handling allegations against staff, students, and independent contractors or visitors.

4. Definitions

Child: A person under the age of 18. This definition aligns with international standards, including the United Nations Convention on the Rights of the Child. A child is legally considered a minor and is entitled to special protections under the law due to their age, maturity, and developmental needs. Activities involving children require additional safeguarding measures to ensure their safety and wellbeing.

Vulnerable Person: An individual who is 18 years or older and requires community care services due to a mental or physical disability, age, or illness. Vulnerable persons may also be individuals who, for any reason, lack the capacity to protect themselves from significant harm or exploitation. This category includes the elderly, people with learning disabilities, those with mental health issues, and others who may need additional support or care.

Hazard: A potential source of harm or adverse effects. In a safeguarding context, hazards might include physical objects or environments that pose a risk to safety, such as unsafe equipment or slippery floors. Hazards could also encompass less tangible risks, such as unsafe behaviour or inadequate supervision during activities with children or vulnerable people.

Risk: The likelihood or probability that a hazard will result in harm or adverse effects. Risk assessment in safeguarding involves identifying hazards and evaluating the potential for those hazards to cause harm to children or vulnerable people. Risks can be influenced by a variety of factors, such as the environment, the activities involved, or the characteristics of the individuals present.

Control Measure: Actions or strategies implemented to mitigate or reduce the risk of harm from a hazard. These measures could include physical modifications to environments, such as installing safety barriers, as well as procedural changes, like increasing supervision or providing additional training to staff. Control measures are essential for maintaining a safe environment and should be regularly reviewed to ensure their effectiveness.

Member: Any person working for or on behalf of the university, whether in a paid or unpaid capacity. This broad definition includes fulltime and part-time staff, faculty members, visiting lecturers, contractors, volunteers, and student workers. Members have varying degrees of responsibility in safeguarding children and vulnerable people, and their roles dictate the level of safeguarding awareness and training required.

Disclosure and Barring Service (DBS): A UK government agency responsible for conducting background checks to help employers make safer recruitment decisions. A DBS check reveals a person's criminal record, helping organisations ensure individuals working with children or vulnerable people do not pose a risk. The level of DBS check required depends on the specific role or activity, with "enhanced" checks providing more comprehensive information.

Safeguarding and Support Committee: A designated group within the university responsible for overseeing and coordinating safeguarding policies and procedures. This committee ensures compliance with safeguarding legislation, promotes best practices, and reviews safeguarding incidents or concerns. It may consist of representatives from various university departments, ensuring a broad range of expertise and perspectives.

Designated Safeguarding Officer (DSO): A staff member appointed to oversee safeguarding within a specific area or department. DSOs are the first point of contact for safeguarding concerns and are responsible for ensuring appropriate action is taken in response to reports of harm or abuse. They liaise with the Designated Safeguarding Lead and external authorities as needed.

Designated Safeguarding Lead (DSL): The University's primary leader for safeguarding, typically holding a senior position such as Registrar. The DSL coordinates safeguarding efforts, chairs the Safeguarding and Support Committee, and ensures compliance with relevant laws and regulations. This role involves significant responsibility for managing safeguarding across the university and responding to serious incidents.

5. Best Practice Statement

Brunel University London expects all staff, students, and volunteers to follow best practices when working with children and vulnerable people to protect them from harm and mitigate risks. This includes:

- Maintaining open communication and avoiding unobserved situations.
- Treating all children and vulnerable people with equal respect.
- Maintaining appropriate boundaries and refraining from intimate relationships with these groups.
- Keeping clear records of any injuries or incidents.
- Involving parents, carers, or teachers in activities whenever possible.
- Ensuring that any physical contact is necessary, appropriate, and conducted openly.

6. Dealing with Allegations or Suspicions of Harm and/or Abuse

All university members have a duty to report any suspicions or allegations of harm or abuse to a Designated Safeguarding Officer. If unavailable, they should report to the Designated Safeguarding Lead or the relevant authority. Confidentiality must be maintained, and members should avoid conducting their own investigations.

In the event of a disclosure by a child or vulnerable person, members should react calmly, assure them they did the right thing by speaking up, and avoid making promises of confidentiality. Detailed records should be kept, including the nature of the allegation, visible injuries, and relevant details

like dates and times. All incidents are recorded in the Community Policing and Security incident database.

Support is available for those who have disclosed allegations of harm or abuse. Staff may seek assistance from the Human Resources Department, while students may contact Student Support and Welfare.

7. Criminal Records

The University reserves the right to conduct criminal records checks through the Disclosure and Barring Service (DBS) for individuals with significant unsupervised contact with children or vulnerable people. This step aims to ensure that university members do not pose a risk to these groups. The Human Resources Department facilitates these checks and ensures compliance with applicable laws and guidance.

Before deciding on a role involving a criminal records check, the university considers several factors, including the relevance of the conviction to the position, the severity of the offence, the time elapsed since the conviction, and any pattern of offending behaviour. Disclosed information is handled with the utmost sensitivity and confidentiality.

8. External Organisations Using University Facilities

Brunel University London requires external organisations that use university facilities for events involving children or vulnerable people to comply with safeguarding regulations. Before using the facilities, external organisations must sign a declaration confirming that their staff and volunteers have undergone appropriate checks and have an adequate safeguarding policy in place. The University reserves the right to deny access to any organisation that does not meet these requirements.

All external events involving children or vulnerable people must have a risk assessment in place. Any concerns about children or vulnerable people reported by external organisations must be immediately escalated to the University's Designated Safeguarding Lead. If appropriate, the University will assess whether the external organisation may continue using the facilities during or after any investigation.

9. Apprentices

9.1 Introduction

This section addresses the safeguarding requirements specific to apprenticeship programmes at Brunel University London. Apprenticeships involve a unique combination of on-the-job training and

classroom-based instruction, requiring coordinated efforts between employers and training providers to ensure the safety and wellbeing of apprentices. Given the varied settings and responsibilities involved, this section outlines the roles and obligations of all parties engaged in apprenticeship programmes, with a focus on safeguarding.

9.2 Definitions

Apprenticeship: An apprenticeship is employment with training in a recognised occupation, involving both on and off the job training and an independent end-point assessment.

Employer: The organisation providing the apprenticeship, responsible for the daily oversight and safety of the apprentice. Employers also play a critical role in managing workplace risks and ensuring a safe learning environment.

Training Provider: The institution responsible for delivering the educational and theoretical components of the apprenticeship programme. This could be a college, university, or other accredited training entity.

9.3 Responsibilities

Employer Responsibilities:

- Ensure a safe working environment that complies with health and safety standards set out by the HSE.
- Designate a safeguarding officer within the organisation to address any safeguarding issues.
- Collaborate with the training provider to support the apprentice's wellbeing and learning outcomes.
- Report any safeguarding concerns to the relevant authorities promptly.

Training Provider Responsibilities:

- Implement safeguarding measures during classroom-based instruction and university organised activities.
- Work with employers to address and resolve any safeguarding concerns that arise during the apprenticeship.
- Ensure apprentices receive appropriate information, advice, and guidance on safeguarding, including understanding their rights and the procedure for reporting concerns.

Apprentice Responsibilities:

- Familiarise themselves with the safeguarding policies, information, advice, and guidance of both the training provider and their employer.
- Report any concerns or issues related to safeguarding to the designated contact at either the employer or the training provider.
- Participate in any required safeguarding training and cooperate with investigations or assessments related to safeguarding.

9.4 Communication and Reporting

Effective communication is crucial in safeguarding apprentices. Employers, training providers, and apprentices must maintain open lines of communication to identify and address any safeguarding issues promptly. All parties should be aware of the designated points of contact for reporting concerns. If any safeguarding concern arises, it must be reported immediately to the respective Safeguarding Officer for further action. In cases involving serious risks, external authorities, such as the police or local safeguarding boards, may be contacted.

9.5 Health and Safety

The Employer is responsible for ensuring a safe workplace and completing the necessary health and safety declaration forms. The Apprenticeship Hub collects employer liability insurance documents to ensure that employers adhere to workplace safety standards.

9.6 Training and Awareness

To maintain a high standard of safeguarding, training and awareness are key:

- Employers should ensure that apprentices receive training on safeguarding policies, recognising signs of abuse, and knowing the reporting procedures.
- Training Providers should raise awareness among staff and employers about the importance of safeguarding in apprenticeship programmes, providing regular updates on best practices and legal requirements.
- Apprentices are advised how to recognise potential risks or abuse, with clear guidance on whom to approach in case of concerns.

9.7 Confidentiality

All safeguarding matters involving apprentices will be handled with confidentiality. Information should be shared only with those who need to know to protect the apprentice's wellbeing and ensure appropriate action. Confidentiality helps protect the privacy and dignity of apprentices while facilitating proper investigation and resolution of safeguarding issues.

9.8 Review and Evaluation

Continuous review and evaluation are essential to keep the safeguarding policy for apprenticeships up to date:

- The Training Provider should regularly review the safeguarding policy to ensure it aligns with current legislation and emerging best practices.
- Feedback should be collected from apprentices, employers, and training providers to improve safeguarding measures.
- An evaluation process should be in place to assess the effectiveness of the safeguarding policy, adjusting as needed to address new risks or concerns.

10. Safeguarding and Support training

To meet safeguarding obligations, it is essential to have clear safeguarding training clarified for colleagues appropriate for their role.

10.1 Training matrix

A training matrix has been created that identifies the requirements in relation to Safeguarding children (under 18s) and Safeguarding Adults (vulnerable adults). At Brunel, the training provided goes beyond the legal duty and covers the support provided to all members of the Brunel community and our partners.

Safeguarding children

Level	Target audience	Requirement	Refresher frequency
1	All	Optional	
2	Outreach work delivery, Student living staff	Statutory	3 years
3	Designated Safeguarding Officers, STEM school children	Statutory	3 years

Safeguarding adults

Review date – May 2025

Level	Target audience	Requirement	Refresher frequency
1	All	Optional	
2	Apprenticeship teaching delivery	Mandatory	3 years
3	Designated Safeguarding Officers, Student Support team	Mandatory	3 years

Training learning outcomes can be found in Appendix E

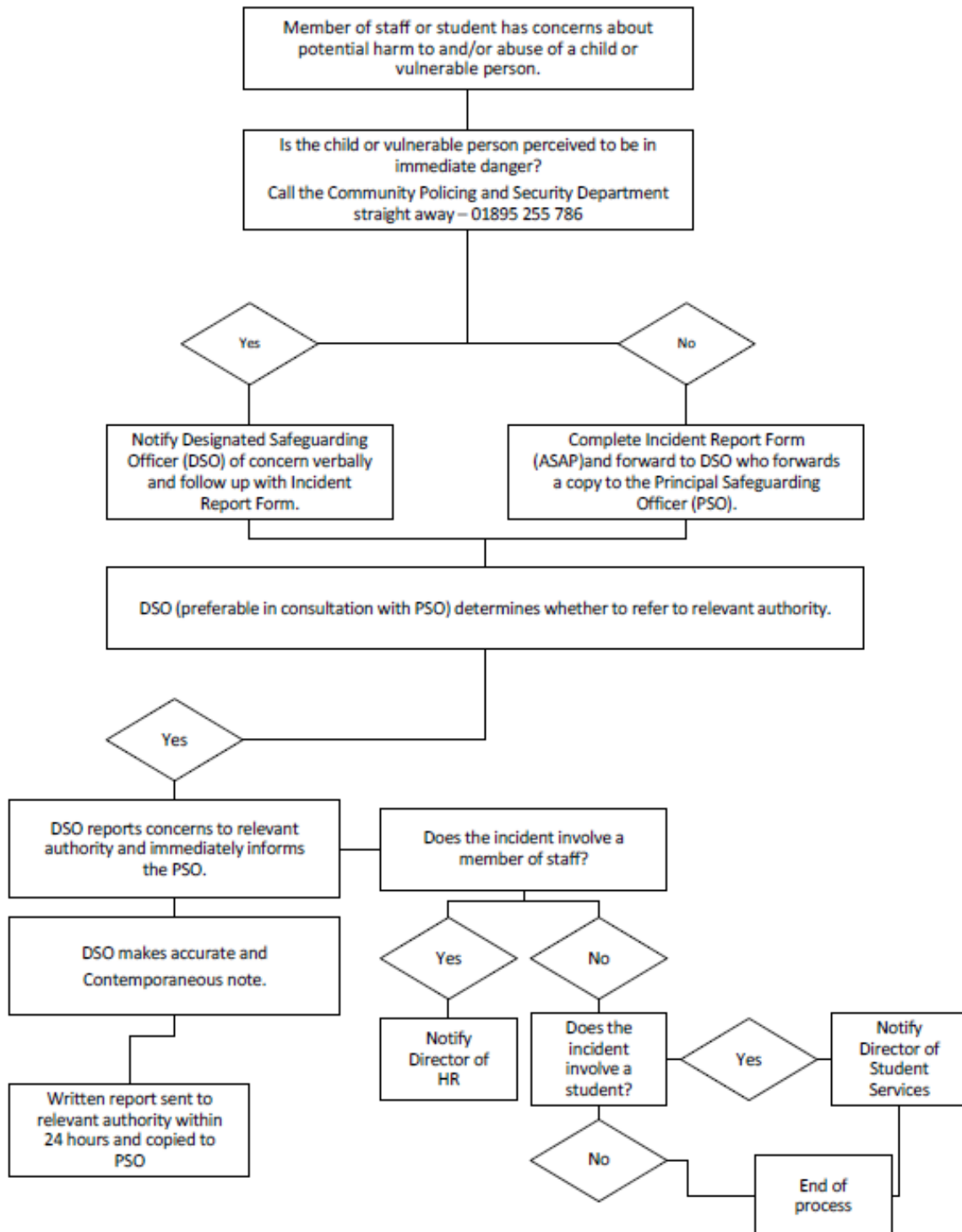
11. Disclosure and Barring Service Checks

DBS Checks enable Brunel to make informed decisions about whether a person is suitable for certain roles, especially those involving regular contact with children or vulnerable adults.

The administration of DBS checks is overseen by the Human Resources department. The requirement to have a check will be taken as part of the recruitment process by reviewing the nature of the role. It is the responsibility of the line manager to ensure that DBS checks are kept up to date.

Teaching on an apprenticeship course will not require a DBS check to be carried out unless a DBS is required due to another aspect of the role (i.e. clinical practice requirements).

Appendix A Flowchart for reporting procedure



Appendix B Safeguarding Incident Report Form

Safeguarding Incident Report Form – **PROTECT WHEN COMPLETE**

General Information

Incident Date: _____

Your Name: _____

Your Position: _____

Your Contact Information:

Email Address: _____

Contact Number: _____

Details of the Child or Vulnerable Person Involved

Name: _____

Address: _____

Contact Number: _____

Gender: _____

Date of Birth: _____

Ethnicity: _____

Parent/Carer Details (if available)

Name: _____

Address: _____

Email Address: _____

Contact Number: _____

Notification to Parents/Carers

Have parents/carers been notified of the incident?

Yes (If yes, please provide details below)

No

Details: _____

Origin of the Concern

Are you reporting your own concerns or responding to concerns raised by someone else?

Responding to my own concerns

Responding to concerns raised by someone else

If responding to concerns raised by someone else:

Name of Person Raising Concern: _____

Relationship with Child: _____

Email Address: _____

Contact Number: _____

Details of the Incident

Time of Incident: _____

Details of the Incident or Concerns:

(Include other relevant information, such as description of any injuries, and whether the report is based on fact, opinion, or hearsay.)

Account of the Incident from Child, Young Person, or Vulnerable Adult:

Witness Information

Please provide any witnesses' accounts of the incident:

Details of Witnesses to the Incident:

Name: _____

Relationship with Child: _____

Age if Child: _____

Email Address: _____

Contact Number: _____

Alleged Person Involved

Details of any person involved in this incident or alleged to have caused the incident or injury:

Name: _____

Relationship with Child: _____

Age if Child: _____

Email Address: _____

Contact Number: _____

Actions Taken

What action has been taken to date?

Reporting and Follow-up

Has the incident been reported internally or externally?

Yes (If yes, please provide further details below)

No

Details:

Community Policing and Security Department, Local Authority, Police, etc.

Contact Person: _____

Email Address/Contact Number: _____

Agreed action or advice given:

Signature and Acknowledgment

Your Signature: _____

Please Print Name: _____

Date: _____

Appendix C Guidance on Risk Assessment

1. Requirement for Risk Assessment

The University requires that a written risk assessment be completed for all planned and supervised activities involving children and vulnerable people. The Risk Assessment Form can be found in Appendix C.

2. Responsibility for Risk Assessment

Risk assessments must be conducted by someone familiar with the concepts of hazard and risk, as well as the specific activity being assessed. Typically, the assessor will be the person supervising the activity. The risk assessment must be completed and written before the activity takes place. A senior member of staff who believes the assessor is competent must countersign the assessment.

3. Complexity and Scope

While a risk assessment does not need to be overly complex, it should be comprehensive. It does not require advanced technical formulae or professional health and safety expertise, but certain activities may necessitate specialised information.

4. Considerations for Risk Assessment

When conducting a risk assessment, consider the following:

- **Hazards:** Identify what could cause harm.
- **Who might be affected:** Determine the individuals who might be at risk.
- **Safety measures:** Identify what measures are needed to reduce risks to an acceptable level.
- **Implementing safety measures:** Assess whether the supervisor can put these measures in place.
- **Emergency plans:** Outline the steps to be taken in an emergency.

Introduction to the Risk Assessment Form

This guidance should be read in conjunction with the Risk Assessment Form in Appendix C. The following sections outline the key elements of a proper risk assessment.

Section A: Administrative Details

- **Brunel University London:** The Head(s) of Institution have ultimate responsibility for the health and safety of all individuals on university premises.
 - Event Activity Supervisor's name and contact details are required for emergency situations or correspondence before or after the event.
 - **Insurance details:** Include the policy number and end date to confirm compliance.
- **External Organisation:**
 - Head(s) of the organisation, such as Head Teachers.
 - Activity Supervisor's name and contact details for emergencies or correspondence.
 - **Insurance details:** Include the policy number and end date to confirm compliance.

Section B: Description of Activity

- **Description:** Provide a clear description of the activity to ensure hazards and risks are properly identified.
- **Number of children/vulnerable people and age range:** The risk increases with the number of children/vulnerable people and their age. Adequate supervision and control measures should be proportionate to the level of risk.

Section C: Persons Assisting with the Activity

As a general guideline, the minimum adult-to-child ratios for various age groups are:

- 1 adult for every 3 children under 5.
- 1 adult for every 6 children aged 5-7.
- 1 adult for every 10-15 children aged 8-10.
- 1 adult for every 15-20 children aged 11 or older, or for vulnerable people.

Ensure that there are enough additional staff available to assist in emergencies. Heads of Colleges/Departments/Units/SRIs should determine if staff involved in these activities require DBS checks.

Section D: Hazards, Risks, and Existing Control Measures

- **Hazard:** Something that has the potential to cause harm, such as injury or damage.
- **Risk:** The likelihood that a hazard will cause harm.
- **Control measure:** A practical or physical means of reducing risk, such as safety equipment or adequate supervision.

A qualitative assessment categorises risk as "low", "medium", or "high". An activity must be classified as minimal risk to proceed. If assessed as "medium" or "high", additional control measures must be identified in Section E.

Section E: Hazards, Risks, and Extra Control Measures

Detail additional control measures introduced to reduce the risk level to "low".

Section F: Validation

Assessors conducting risk assessments on behalf of the University and external organisations must be deemed competent through knowledge, experience, and training. A senior representative from both the University and the external organisation must countersign the assessment, indicating validation of the assessor's competence and the risk assessment.

Appendix D Risk Assessment Form

A. Administrative Details

(i) Brunel University London

Head(s) of university	Vice-Chancellor & President	Secretary
Contact Details:		
Activity Supervisor(s)	Name:	Name:
College/Dept./Research Institute etc.		
Address 1		
Address 2		
Telephone		
E-mail		

(ii) External Organisation

Name of Organisation		
Head(s) of Organisation		
Contact Details:		
Activity Supervisor(s)	Name:	Name:
Address 1		
Address 2		
E-mail		
Employee Liability Insurance Cert No / End Date		
Public Liability Insurance Cert No / End Date		
Additional Insurance Type & Cert No / End Date		

B. (i) Description of activity

--

(ii) Number of Children/people regarded as vulnerable and age range of children

--

C. Persons assisting with the Activity

Name	Role	Affiliation (Brunel or External Organisation)	DBS* Check Required? (Y or N)	Completed?	Date rec'd
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	

DISCLOSURE AND BARRING SERVICE (DBS) CHECK; The Dean of College/Director of Research Institute/Head of Department/etc. will determine whether a DBS check is required after consideration of this risk assessment and discussing this with Human Resources.

D. Hazards, Risks and Existing Control Measures

Hazard	Risk HIGH MEDIUM LOW (tick one box)	Current Control Measures
i	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
ii	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
iii	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
iv	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
v	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
vi	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
vii	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
viii	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
ix	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	
x	<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW	

- If all risks are assessed as LOW, proceed to Section F.

E. Hazards, Risks and Extra Control Measures

For those risks NOT assessed as LOW, state the extra control measures required

Hazard (insert roman numeral from Table D)	Extra Control Measures	Risk		
		HIGH (Tick one box)	MEDIUM	LOW
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONTROL MEASURES MUST BE IN PLACE TO MAINTAIN ALL RISKS AS LOW AS IS REASONABLY POSSIBLE.

IF A LOW RISK ASSESSMENT CANNOT BE ACHIEVED AFTER THE INCLUSION OF EXTRA CONTROL MEASURES THE ACTIVITY MUST NOT PROCEED.

F. Validation

	Assessors	Supervisors
Brunel University London	Signature: -	Signature: -
	Name: -	Name: -
External Organisation	Signature: -	Signature: -
	Name: -	Name: -

G. Processing

- If DBS checks are required, please discuss with the relevant HR Manager or safeguarding officer, and send them a copy of this assessment.
- Ensure that all the people supervising and assisting with the activity receive a copy of this assessment.
- File this assessment in a secure location in the administrative centre within your College/Institute/Department/etc.

Appendix E – Training learning outcomes

The following outlines the training objectives for each of the training sessions. Learning objectives for each level will include information as needed from lower levels.

Level	Learning outcomes	Additional content to include Support
Children 1	<p>An awareness module suitable for all that work with under 18 children as part of their work.</p> <p>This one-hour session will give a broad understanding of the legal requirements of Safeguarding and the wide variety of support provided by Brunel. Attendees will learn how to raise concerns and report issues.</p> <ul style="list-style-type: none"> • Know indicators of child maltreatment • Be aware of the variety of child safeguarding threats • Be aware of vulnerability of most at risk children • Understand impact of substance abuse or domestic abuse and violence on children • Understand child’s rights in safeguarding context • Know what action to take if concerns are identified • Awareness of relevant legislation 	<ul style="list-style-type: none"> • Student Under 18 policies • Understand Brunel Student Services • The link between safeguarding, support, and wellbeing.
Children 2	<p>This Safeguarding and Support session is aimed at colleagues that work in areas that provide services to under 18s</p> <p><i>For example – Student Living, Outreach and Access work</i></p> <p>This one-and-a-half-hour session will cover the content from Level 1 and will also provide guidance on how to receive a disclosure and how to keep appropriate records.</p> <ul style="list-style-type: none"> • Be able to act as effective advocate for the child or young person • Understand the potential impact of behaviour of parents/carers • How and when to refer • Document concerns • Maintain appropriate records • Confidentiality and what can be shared 	<ul style="list-style-type: none"> • How to receive a disclosure
Children 3	<p>This Safeguarding and Support session is aimed at Designated Safeguarding Officers that work with under 18s</p> <p>This advanced session will provide more thorough information for named DSOs which will enable them to provide support for colleagues and work with the University DSL on specific cases as needed.</p> <ul style="list-style-type: none"> • Identify signs of sexual, physical, or emotional abuse (as well as other forms) • Understand the issues surrounding misdiagnosis in safeguarding children • Understand legal requirements • Undertake risk assessments • How to report and escalate concerns 	

	<ul style="list-style-type: none"> • Know how to undertake a review of cases within the team • Know how to advise others on cases of safeguarding • Know how to obtain support and help in serious situations 	
Adult 1	<p>An awareness module suitable for all. <i>This session will focus on Safeguarding for those over 18 – anyone working with children should attend the Children version.</i></p> <p>This one-hour session will give a broad understanding of the legal requirements of Safeguarding and the wide variety of support provided by Brunel. Attendees will learn how to raise concerns and report issues.</p>	
	<ul style="list-style-type: none"> • Recognise potential indicators of abuse, harm, and neglect • Know what action to take and how to report • Basic knowledge of legislation 	<ul style="list-style-type: none"> • Understand Brunel Student Services • The link between safeguarding, support, and wellbeing.
Adult 2	<p>This Safeguarding and Support session is aimed at colleagues that work in areas that provide 121 services to students (those over 18) <i>For example – those involved in the apprenticeship delivery</i></p> <p>This one-and-a-half-hour session will cover the content from Level 1 and will also provide guidance on how to receive a disclosure and how to keep appropriate records.</p>	
	<ul style="list-style-type: none"> • Understand what constitutes harm, abuse, and neglect and how to identify • Ensure effective advocacy • Identify your professional role, responsibilities, and professional boundaries • How and when to refer • Document concerns • Maintain appropriate records • Confidentiality and what can be shared 	<ul style="list-style-type: none"> • How to receive a disclosure
Adult 3	<p>This Safeguarding and Support session is aimed at Designated Safeguarding Officers that work with students (over 18)</p> <p>This advanced session will provide more thorough information for named DSOs which will enable them to provide support for colleagues and work with the University DSL on specific cases as needed.</p>	
	<ul style="list-style-type: none"> • Identify signs of sexual, physical, or emotional abuse • Identify adults experiencing harm • Understand legal requirements • Undertake risk assessments • Know how to safeguard an adult at risk • How to report and escalate concerns • Know how to undertake a review of cases within the team • Know how to advise others on cases of safeguarding • Know how to obtain support and help in serious situations 	

