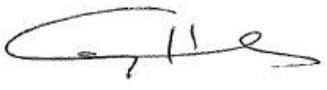


UTC South Durham
Child Protection Policy



Date of adoption	May 2016
Approved by	Governing Body
Signed: (Principal) 	Date: 16 May 2016
Signed: (Chair of Governors) 	Date: 16 May 2016

Date to be reviewed by	May 2017
Responsibility	Principal

1. Introduction

The UTC's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management.

This policy is available on our website and is in the staff shared area. Our core safeguarding principles are:

- The UTC's responsibility to safeguard and promote the welfare of children is paramount. Safer children make more successful learners.
- The policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.

1.1 Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Durham Local Safeguarding Children Board (LSCB), www.durham-lscb.org.uk

1.2 Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support

1.3 Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the UTC's commitment with regard to child protection to students, parents and other partners

1.4 Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the college, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

1.5 Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires local education authorities and the Governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards)(England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

- The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- The statutory guidance Working Together to Safeguarding Children 2015 covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Children's Safeguarding Boards (LSCBs) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance Keeping Children Safe in Education July 2015 is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and student referral units. 'School' includes maintained nursery schools. '

All staff must read this guidance and staff can find a copy on the UTC shared area. Due to their day-to-day contact with students, UTC staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in college when they are in distress or at risk. It is vital that all UTC staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The college will always act on identified concerns.

2. Key personnel

The Designated Senior Person (DSP) for child protection is:

Tom Dower, Principal, tom.dower@utcsouthdurham.org

The deputy child protection officer is:

Julie Bushby, julie.bushby@utcsouthdurham.org

The Governing Body safeguarding representative is:

Ian Neal, ian.neal@sunderland.ac.uk

3. Roles and responsibilities

3.1 Designated Senior Person

The designated senior person:

- Has the status and authority within the college to carry out the duties of the post, including committing resources and supporting and directing other staff
- Is appropriately trained, with updates every two years
- Acts as a source of support and expertise to the college community
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs of children in need, those with special educational needs and young carers
- Has a working knowledge of LSCB procedures
- Makes staff aware of LSCB training courses and the latest policies on safeguarding
- Has an understanding of locally agreed processes for providing early help and intervention
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file
- Refers cases of suspected abuse to children's social care or police as appropriate
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a student leaves the college, their child protection file is passed to the new school/college (separately from the main student file ensuring secure transit) and confirmation of receipt is obtained. The student's social worker is also informed and attends and/or contributes to child protection conferences
- Co-ordinates the UTC's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies including the LSCB
- Ensures that all staff sign to indicate that they have read and understood the child protection policy
- Ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors regarding this
- Keeps a record of staff attendance at child protection training
- Makes the Child Protection Policy available publicly, on the UTC's website

- Ensures that parents are aware of the UTC's role in safeguarding and that referrals about suspected abuse and neglect may be made

3.2 Deputy Designated Person (other Child Protection Officers)

These personnel are appropriately trained and work in a team with the designated senior person. In the absence of the DSP, they will carry out those functions necessary to ensure the ongoing safety and protection of students.

3.3 The Governing Body

The Governing Body ensures that the UTC:

- Appoints a DSP for child protection who is a member of the senior team and who has undertaken training in inter-agency working, in addition to basic child protection training
- Ensures that the DSP role is explicit in the role holder's job description
- Has a child protection policy and procedures, including a Staff Behaviour Policy and code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the college's website or by other means
- Has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal and allegations against other children
- Follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- Develops a training strategy that ensures all staff, including the Principal, receive information about the UTC's safeguarding arrangements, Staff Behaviour Policy or code of conduct and the role of the DSP on induction, together with appropriate child protection training, which is regularly updated in line with any requirements of the LSCB
- Ensures that DSP receives refresher training at two-yearly intervals
- Ensures that all staff, including temporary staff and volunteers are provided with the UTC's Child Protection Policy summary
- Ensures that the UTC contributes to early help arrangements and inter agency working and plans
- Provides a co-ordinated offer of early help when additional needs of children are identified
- Considers how students may be taught about safeguarding, including online, as part of a broad and balanced curriculum.
- The Governing Body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal
- It is the responsibility of the Governing Body to ensure that the UTC's safeguarding, recruitment and procedures for managing allegations take into account the procedures and practice of the local authority, LSCB and national guidance.

3.4 The Principal

The Principal:

- Ensures that the Child Protection Policy and procedures are implemented and are followed by all staff

- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSP (if not the Principal) and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- UTC leaders and Governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- Liaises with the designated officer or team in the local authority where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff.

Good practice includes:

- Treating all students with respect
- Setting a good example by conducting ourselves appropriately
- Involving students in decisions that affect them
- Encouraging positive, respectful and safe behaviour among students
- Being a good listener
- Being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the UTC's Child Protection Policy, staff behaviour policy and guidance documents on wider safeguarding issues, eg bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
- Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- Applying the use of reasonable force only as a last resort and in compliance with UTC and LSCB procedures
- Referring all concerns about a student's safety and welfare to the DSP, or, if necessary directly to police or children's social care
- Following the UTC's rules with regard to relationships with students and communication with students, including on social media.

5. Abuse of position of trust

All UTC staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the college staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

6. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Young carers affected by parental substance misuse, domestic violence or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

7. Missing children

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSP will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the UTC day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

8. Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of UTC life. Our approach is designed to help children to think about risks they may encounter and with the support of staff to work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The UTC continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

Other agencies may also contribute to our work to safeguard and promote the welfare of our students including the community police, police safety carousels, Youth Offending Team and family intervention programmes.

9. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling or other avenues of external support
- Following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies

10. Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way.

Complaints are managed by senior staff, the Principal and the Governing Body. An explanation of the complaints procedure is included in the UTC's Complaints Policy which is published on our website.

Complaints from staff are dealt with under the UTC's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the UTC's child protection procedures. The college will liaise with the Local Authority Designated Officer (LADO) (email lado-gcsx@durham.gcsx.gov.uk or call 03000 268835).

11. Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The UTC's whistleblowing code, a copy of which can be found in the staff shared area in statutory polices and on our website enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

12. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed; see UTC South Durham Allegations Against Staff Policy. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. All allegations will be investigated.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the UTC will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, July 2015).

Staff, parents and Governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law.

Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the UTC, or historical allegations will be reported to the police.

13. Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. All staff complete Level 1 child protection training every three years alongside regular training sessions on changes to safeguarding policies

New staff and Governors will receive a briefing during their induction (a one hour Level 1 child protection training is compulsory), which includes the UTC's Child Protection Policy and Staff Behaviour Policy, reporting and recording arrangements, and details for the Designated Senior Person. All staff including the Principal and Governors will receive training that is regularly updated and the DSP will receive training updated at least every two years, as well as regular updates and changes to procedures.

All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEN children, looked after children and young carers.

14. Safer recruitment

The UTC's Safer Recruitment Policy adheres to the guidance published in the Department for Education's publication Keeping Children Safe in Education and guidance from LSCB. All staff appointments are made in accordance with the procedures and protocols published in the policy. The policy is available in the staff shared area.

Safer recruitment means that applicants will:

- Complete an application form which includes their employment history and explains any gaps in that history
- Provide names of two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- If offered employment, be checked in accordance with the Disclosure and Barring Service(DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity.
- If offered employment, provide evidence of their right to work in the UK
- Be interviewed, if shortlisted

The UTC will also:

- Obtain references for all shortlisted candidates, including internal candidates
- Carry out additional or alternative checks for applicants who have lived or worked outside the UK
- Ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.
- Ensure that at least one member of each recruitment panel has attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the UTC's Child Protection Policy and Staff Behaviour Policy and identification of their child protection training needs.

All relevant staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the UTC.

Trainee teachers will be checked either by the college or by the training provider, from whom written confirmation will be obtained.

15. Single central record

The UTC maintains a single central record of recruitment checks undertaken.

16. Regulated activity

16.1 Agency staff

Temporary staff, whom the UTC recruit through an education recruitment provider, undergo regulatory safeguarding checks through their agency. As part of the UTC's safeguarding procedures the credentials of all agency staff are verified, including their DBS status, when they sign onto the college premises.

16.2 Volunteers

Volunteers, including Governors, will undergo checks commensurate with their work in the UTC and contact with students. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the college's risk assessment process and statutory guidance.

16.3 Contractors

The UTC checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

16.4 Site security

Visitors to the UTC, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. All visitors are expected to observe the UTC's safeguarding and health and safety regulations to ensure children in the UTC are kept safe. Any visitor without appropriate DBS clearance will be supervised while on site.

17. Extra-curricular and off-site arrangements

All extra-curricular and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extra-curricular UTC activities are provided by and managed by the UTC, our own Child Protection Policy and procedures apply. If other organisations or external agencies provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

18. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect students we will:

- Seek parental consent for photographs to be taken or published (eg on our website or in newspapers or publications) as part of the student admission process
- Use only the student's first name with an image
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them

19. E-safety

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The UTC's e-safety policy which is available in the staff shared area and our website explains how we try to keep students safe in college and protect and educate students in the safe use of technology. Cyberbullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

Many students own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home.

All staff receive regular e-safety training.

20. Staff/student relationships

The UTC provides advice to staff regarding their personal online activity as part of our acceptable use agreement and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or a child protection investigation.

21. Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

21.1 Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (eg rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Keeping Children Safe in Education July 2015

21.2 Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students and parents receive a copy of the procedures on joining the UTC and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal (and the DSP) will consider implementing child protection procedures.

21.3 Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is NOT their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school, arrive late or leave the college for part of the day
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

21.4 Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

21.5 Taking action

Any child, in any family, in any school/college could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'.

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, if necessary call 999
- Report your concern as soon as possible to the DSP or other Child Protection Officer
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern
- Seek support for yourself if you are distressed.

21.6 If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is acceptable for staff to ask the student if they are OK or if they can help in any way.

If a member of staff has any concern regarding a student they should contact a member of the pastoral team or one of the UTC's Child Protection Officers. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSP.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help/CAF process.

21.7 If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on. Staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students staff will:

- Allow them to speak freely
- Remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences – staff must remember how hard this must be for the student
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this
- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on and explain to whom and why
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Tell the student what will happen next. The student may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the DSP even if the child has promised to do it by themselves
- Write up their conversation as soon as possible on the record of concern form and hand it to the Designated Senior Person.
- Seek support if they feel distressed.

21.8 Notifying parents

The UTC will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the college believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care.

21.9 Referral to children’s social care

The DSP will make a referral to children’s social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children’s social care if they genuinely believe independent action is necessary to protect a child.

22. Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the UTC's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the college will work with other relevant agencies to maintain the safety of the whole UTC community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should speak to the DSP as soon as possible.

23. Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The UTC includes the risks of sexual exploitation in the PSHE curriculum. A common feature of sexual exploitation is that the child often doesn't recognize that the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

24. Female genital mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so college staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female student about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

25. Forced marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age, and well below the age of consent in England. UTC staff receive training and should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

26. Prevent, Radicalisation and extremism

All childcare providers have a vital role to play in protecting children and young people from the risks of extremism and radicalisation, a role which is underpinned by the Counter- Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism”.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

The Government’s Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been nationally situations in which extremist groups have attempted to radicalise children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

UTC South Durham values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Children, young people and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of individuals, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. UTC South Durham is clear that this

exploitation and radicalisation should be viewed as a safeguarding concern. Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The SLT and the Designated Safeguarding Lead will assess the level of risk within the organisation and put actions in place to reduce any identified risks.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should refer to the Safeguarding team.

UTC staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the college follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in schools (2014).

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smcs>

27. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential School, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools/colleges are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. (See LSCB guidance for further information at http://www.durham-lscb.org.uk/categories/parents_carers)

Where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSP and the College should notify the local authority of the circumstances.

28. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person, Principal or chair of governors (depending on who is the subject of the concern). That person will

then decide who else needs to have the information and they will disseminate it on a 'need -to- know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (July 2015) emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the student's college record and the college file will be 'tagged' to indicate that separate information is held. The DSP will normally obtain consent from the student and/or parents or carers to share sensitive information within the college or with outside agencies. Where there is good reason to do so, the DSP may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSP.

The Data Protection Act does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child.

The UTC's confidentiality and information-sharing policy is available to parents and students on request.

29. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency and the designated senior person, their deputy, the Principal and the chair of governors are all unavailable

- They are convinced that a direct report is the only way to ensure the student's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child.

30. Related safeguarding policies

- Attendance
- Behaviour
- Complaints
- E-Safety
- Confidential reporting code (Whistle blowing)
- Grievance Policy and Procedures
- UTC Code of Conduct
- Staff Disciplinary Policy
- Staff/student acceptable use policies
- Safer Recruitment

31. Special circumstances

31.1 Children who are looked after by the LA

The most common reason for children becoming looked after is as a result of abuse or neglect. The UTC ensures that staff have the necessary skills and understanding to keep children who are looked after safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSP have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

31.2 How to make a referral if you are concerned about a child

The procedure for making referrals if you have a concern about a child can be found on the LSCB website www.durham-lscb.org.uk

To make the referral, either ring First Contact on 03000 26 79 79 or email them on: firstcontact-gcsx@durham.gcsx.gov.uk

Professionals can use the single assessment tool (part 1)/referral form which is available on the LSCB website (www.durham-lscb.org.uk) as a way of making referrals into First Contact if they find that easier.