

**UTC South Durham
Safeguarding Policy**



Date of adoption	October 2018
Approved by	Governing Body
Signed: (Principal)	Date: October 18
Signed: (Chair of Governors)	Date:

Date to be reviewed by	October 2019
Responsibility	Principal

1. Introduction

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 Safeguarding 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 as well as Keeping Children Safe in Education, September 2018.

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, volunteers and visitors have a 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
- We work with partner agencies to support students and ensure that they are safe

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

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 in support and information sharing
- 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.

Student refers to those young people under the educational care of UTC South Durham.

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

Visitor includes any adult who is in the UTC premises for any reason during hours when students are in the building.

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 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 Safeguard Children 2018 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 September 2018 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. All staff must read this guidance and confirm to the DSL that they have done so.

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 Safeguarding Lead (DSL) is:

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

The Deputy Safeguarding Leads are:

Julie Bushby, julie.bushby@utcsouthdurham.org
Gareth Saville; gareth.saville@utcsouthdurham.org

The Governing Body safeguarding representative is:

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

3. Roles and responsibilities

3.1 Designated Safeguarding Lead

The designated senior person:

- the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. This should be explicit in the role-holder's job description.
- 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 In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.
- 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
- Ensures detailed written records of all concerns are kept and stored securely and 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
- Ensures that all staff sign to indicate that they have read and understood the latest version of KCSIE.
- 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
- Ensures that the DSL or deputies are available to contact out of hours and during holidays

3.2 Deputy Designated Safeguarding Leads (other Child Protection Officers)

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

They will take on much of the practical application of this policy, working closely with students, families and agencies to ensure that students are safe and well supported.

It is vital that information is shared amongst the DSL team through a clear recording system and regular meetings.

3.3 The Governing Body

The Governing Body ensures that the UTC:

- Appoints a DSL who is a member of the senior team and who has undertaken training at the appropriate level and at least a further deputy DSL is appointed ;
- Ensures that the DSL role is explicit in the role holder's job description
- That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
- Has a safeguarding policy and procedures 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 volunteers
- Follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- Ensures that staff are appropriately trained to carry out their safeguarding responsibilities.
- Ensures that DSL and deputies receive refresher training at two-yearly intervals or in line with legislation.
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities;
- Ensures that the UTC contributes to early help arrangements and inter agency working and plans
- Considers how students may be taught about safeguarding, including online, as part of a broad and balanced curriculum.
- The Nominated Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.
- The Nominated Governor will liaise with the Head Teacher/Principal and the DSL to produce a report at least annually for governors.

- The Nominated Governor will liaise with the Head Teacher/Principal and the DSL to produce the annual Section 175 safeguarding self-assessment.
- 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.
- All governors must have read part 2 of "KCSIE-18"
- The Governing Body should review all policies/procedures that relate to safeguarding and child protection annually.

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 DSL (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.

All staff and visitors will:

- Be familiar with this Safeguarding Policy;
- Understand their role in relation to safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- All Governors must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check)
- Be alert to signs and indicators of possible abuse
- Record concerns and give the record to the DSL, or deputy DSL, and
- Deal with a disclosure of abuse from a child in line with the guidance
- All staff will receive annual Safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

4. Good practice guidelines for staff

To meet and maintain our responsibilities towards students we need to agree standards of good practice which links to the 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 DSL, 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.

Staff need to be clear that no relationship with a student, even if over 18, is appropriate in an educational setting.

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

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. It is also important to remember that a child running away or choosing to be homeless may not have planned to do so. Many children and young people are forced out of their homes due to spiralling problems.

Attendance, absence and exclusions are closely monitored by the Attendance Officer and any concerns raised with the DSL. The DSL 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. Any concerns should be reported to the DSL.

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.

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.

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

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 Policy, a copy of which can be found in the staff shared area 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 Trustees.

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

This procedure must be used in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head Teacher/Principal who will liaise with the Designated Officer (LADO) Team who will decide on any action required.

If the concern relates to the Head Teacher/Principal, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer and they will decide on any action required.

When an allegation is made against a member of staff, set procedures must be followed; see UTC South Durham Allegations Against Staff Policy.

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.

Staff, parents and Governors are reminded that publication of material that may lead to the identification of a member of staff 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 and specific issues.

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 Safeguarding Policy and Staff Behaviour Policy, reporting and recording arrangements, and details for the DSL and deputies. All staff including the Principal and Governors will receive training that is regularly updated and the DSL and deputies will receive training updated at least every two years.

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. A clear training plan will be produced as part of the staff CPD programme which updates staff on safeguarding issues on a regular basis.

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 all internal and external 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 completed safer recruitment training.
- Ensure that Trustees (governors) have a section 128 check.

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

Induction

All staff must be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- The safeguarding policy;
- The behaviour policy;
- The Code of Conduct
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- Copies of policies and a copy of Part one of the KSCIE-18 document should be provided to staff at induction.

15. Single central record

The UTC maintains a single central record of recruitment checks undertaken. This includes all staff who work at the UTC, Trustees, volunteers, and regular agency staff. Details can be found in the Safer Recruitment Policy, listing the classification of staff included and the types of 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.

Some volunteers are regular visitors to the UTC to support our students' education and these will undergo full checks, be entered on the SCR and be able to engage in regulated activity.

Most volunteers, for example employer partners who support industry projects, are not in frequently and will not be undertaking regulated activity. In these circumstances they will be issued with a red lanyard and treated as a visitor; escorted to and from the place they are working and supervised by a member of staff. A risk assessment will be carried out for different types of activity to assess the level of supervision needed.

16.3 Contractors

For regular contractors, such as careers advisors or catering staff, the UTC checks the identity of all contractors and requests DBS documents. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

For one off or infrequent contractors, such as people working on the building, we will either check for DBS or ensure that they are supervised during their work. They will be briefed on their safeguarding responsibilities and be informed of the areas they are allowed to visit. Their work may involve full time supervision or regular supervision depending on circumstances. The area they work in will be cordoned off and separated from students so that they have minimal contact with students. They will only use the toilet in reception.

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 Safeguarding 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. All such visits will be subject to our Educational Visits policy.

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 safeguards in place.

To protect students we will:

- Seek consent from students (under new GDPR regulations) 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.

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 and behaviour policy. Serious incidents will be assessed and reported to Children's Services or the police as appropriate.

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.

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. Child on child sexual violence and sexual harassment

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.

Keeping Children Safe in Education 2018 has a new section (part 5) which covers this area.

Staff who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should refer to the DSL as soon as possible. PSHE/Safeguarding education for students will include clarity on what to do if students are concerned. It will also be very clear that such abuse will not be tolerated.

If a member of staff is made aware of a situation they should gather information and inform the DSL in the same way as with other concerns. When a case is reported the DSL must decide on the level of risk assessment needed and whether to manage the case internally, seek help with a multi-agency approach, refer to Children's Services or report the case to the police. In making this decision, the guidance in part 5 will be referred to.

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. Concerns will be assessed by the DSL and referred to First Contact as appropriate.

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 need 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 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 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 Far Right / Neo Nazi / White Supremacist ideology, Islamist 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. The DSL will involve external agencies as appropriate to the situation (including Channel programme and LA)

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.

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

<http://www.countydurhampartnership.co.uk/media/13165/County-Durham-Channel-Guidance/pdf/CountyDurhamChannelGuidance.pdf>

27. Children who are looked after by the LA or previously looked after

The Governing body must appoint a designated teacher (In non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher is Jenny Trapp.

The designated teacher will work with the Virtual schools to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.

The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

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 DSL 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.

Children who were previously looked after are also often vulnerable. They should also be identified in the same way and their attendance and pastoral progress tracked to ensure that they remain safe.

28. Students in Alternative Provision

Students who are placed with an alternative education provider are often vulnerable and the UTC remains responsible for their safeguarding. The UTC will obtain written confirmation that appropriate safeguarding checks have been carried out on staff working at the establishment and their safeguarding policy. Information on attendance will be obtained on a daily basis so that we can respond quickly to any concerns about where a student is. We will have clear communications with a named contact and they will know how to contact us to inform us of any concerns and they will be briefed on our safeguarding procedures.

29. 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 DSL and the College should notify the local authority of the circumstances.

30. 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 DSL, Deputy DSL, 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 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 2018 and GDPR regulations 2018. Information sharing is guided by the following principles. The information is:

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

Concerns are largely recorded on CPOMS, and on line programme designed specifically for this task. Any paperwork is 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. In practice this is largely done electronically; for example, 'tagging' is identified on a spreadsheet which is used by the DSL, Deputy DLSs and Student Support team to track attendance and interventions. Secure information on individual students is held on CPOMS. Any member of staff can add a concern, while only defined individuals can access records and add actions.

The DSL 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 DSL 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 DSL.

30.1 Information sharing with schools and other agencies

KCSIE makes it clear that DSLs of schools may share relevant information with a student's new school before they start there. We will therefore ensure that we ask at least a month in advance about any safeguarding information about students who are coming to join us.

The Data Protection Act does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child. In particular KCSIE 2018 identifies three safeguarding partners we need to work closely with (coming into force in 2019):

- The Local Authority
- A relevant clinical commissioning group
- The Chief Police officer for the area

UTC students travel from a wide geographical area and so we will need to work closely with these agencies and others from across several Local Authorities.

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

31. 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.

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.

32. Related safeguarding policies

The following policies and procedures are related to this Safeguarding Policy and should be read in conjunction:

- Safer Recruitment
- Whistleblowing
- Allegations against staff
- E-Safety
- Staff Disciplinary Policy
- Staff/student acceptable use policies
- UTC Code of Conduct
- Attendance
- Behaviour
- Preventing bullying
- Complaints

Annexe A – Identifying concerns and taking action

1.0 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.

1.1 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.

1.2 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 DSL) will consider implementing child protection procedures.

1.3 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 DSL 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.

1.4 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.

1.5 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 DSL 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.

2.1 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 DSL.

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

2.2 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 DSL 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.

2.3 Notifying parents

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

However, if the DSL 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.

2.4 Referral to children's social care

The DSL 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.

2.4 Flowchart following a concern raised

Once a concern is raised by a member of staff then there is a clear process to follow. This is described in the flow chart below, taken from Keeping Children Safe in Education 2018 (because the UTC works with several Local Authorities)

Actions where there are concerns about a child

