UTC South Durham
Safeguarding Policy

Date of adoption	September 2026
Approved by	Trustee Board
Signed: (Principal)	**Date:**
Signed: (Chair of Trustees)	**Date:**

Review History	Changes proposed – Jayne Lowe (DfE) Oct 18 Reviewed – Tom Dower, Julie Bushby Oct 18 Reviewed – Tom Dower Oct 19 Reviewed – Tom Dower Oct 20 Reviewed – JBu, LT, TD May 21, IN May 21 Reviewed – Tom Dower June 22 Reviewed – Tom Dower August 23, IN Sept 23 Reviewed – Tom Dower August 24 Reviewed – Tom Dower August 25, IN Sept 25 Reviewed – Tom Dower Sept 26, IN Sept 26
Date to be reviewed by	July 27
Responsibility	Principal

1. Introduction

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

- The UTC's responsibility to safeguard and promote the welfare of students is paramount. Our duty of care is clear for all of our students.
- The policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.

This policy is based around three main objectives:

Prevention

- Providing an environment in which students feel safe, secure, confident, valued and respected and know how to approach adults if they are in difficulties
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Ensuring safe recruitment practice is implemented through effected disclosing and barring service checks of all adults within schools who have access to children

Protection/procedures

- Through the establishment of a systematic means of monitoring students, known or thought to be at risk of harm
- Through the establishment of structured procedures which will be followed by all members of the UTC community in cases of suspected abuse
- Through the development of effective working relationships with all other agencies involved in safeguarding children

Support

- Ensuring that key concepts of child protection are integrated within the curriculum via PSHE, and that students are educated about risks associated with internet use and new technology
- Ensuring that students are listened to and their concerns are taken seriously and acted upon
- Working with others to support students who may have been abused to access the curriculum and take a full part in school life
- Ensuring that students receive age appropriate relationships and sex education

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.

Due to their day-to-day contact with students, UTC staff are uniquely placed to observe changes in students' behaviour and the outward signs of abuse. Students

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 UTC will always act on identified concerns.

The procedures contained in this policy apply to all staff and Trustees and are consistent with those of Durham Safeguarding Children Partnership https://durham-scp.org.uk/ as well as Keeping Children Safe in Education (updated annually).

1.2 Policy principles

- The welfare of the student is paramount
- All students, 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 student is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support
- The UTC works with partner agencies to support students and ensure that they are safe

The UTC's safeguarding arrangements are inspected by Ofsted and reviewed by the Trustee responsible for Safeguarding.

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 is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- 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

This policy is based on the wide range of legislation which is relevant to the safeguarding responsibilities of schools and colleges. The main focus of review is an annual update based on changes to Keeping Children Safe in Education. Relevant legislation and guidance includes:

- Section 175 of the Education Act 2002 requires local education authorities and the Trustees 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 (updated 2021) 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 2023 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 Safeguarding Children Partnerships to monitor the effectiveness of local services, including safeguarding arrangements in schools
- The statutory guidance Keeping Children Safe in Education 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
- Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 and their local multi-agency safeguarding arrangements

2. Key personnel

A list of key personnel at the UTC is found in Annexe C at the bottom of this document.

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 UTC 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 clear overview of Durham Safeguarding Children Partnership (DSCP) procedures
- Makes staff aware of DSCP 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 student 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 Trustees 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
- Ensures that suitable IT related filtering and monitoring systems are in place and that staff have training in their responsibilities

3.2 Deputy Designated Safeguarding Leads

These members of staff are trained with Level 3 training every two years and work in a team with the DSL. 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. They have a practical working knowledge of Durham Safeguarding Children

Partnership (DSCP) procedures. They will take a lead on ensuring that students who do not meet the threshold for formal safeguarding intervention by Children's Services are supported, usually through the early help assessment process.

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

3.3 The Trustee Board

The Trustees ensure 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 one further deputy DSL is appointed;
- Ensures that the DSL role is explicit in the role holder's job description
- Allocates appropriate time for the DSL and deputy DSL(s) to undertake their duties; their role should be explicit in their job description;
- Has a safeguarding policy and procedures that are consistent with DSCP and statutory requirements, reviewed annually and made available publicly on the college's website
- 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
- Ensures that 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
- Ensures how students may be taught about safeguarding, including online, as part of a broad and balanced curriculum
- The Safeguarding Trustee will receive safeguarding training relevant to the governance role and this will be updated every 2 years
- The Safeguarding Trustee will liaise with the Principal and the DSL to audit this section of the policy to be able to assure trustees annually that their responsibilities are complete.
- The Safeguarding Trustee will liaise with the Principal and the DSL to produce a Section 175 safeguarding self-assessment at least every 2 years
- The Trustee Board 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 Trustee Board to ensure that the UTC's safeguarding, recruitment and procedures for managing allegations take into account the procedures and practice of the local authority, DSCP and national guidance
- All Trustees must have read part 2 of the latest KCSIE and confirmed that they have done so. This will be recorded
- The Trustee Board should review all policies/procedures that relate to safeguarding annually
- All Trustees must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check)

3.4 The Principal

The Principal:

- Ensures that the Safeguarding Policy and procedures are implemented and are followed by all staff and Trustees
- 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
- Works with the Safeguarding Trustee and the DSL to produce a Section 175 safeguarding self-assessment at least every 2 years
- Reports regularly to the Trustee Board to ensure that they can undertake their safeguarding responsibilities
- 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 student is referred to the Disclosure and Barring Service.
- Ensures clarity of safeguarding leadership if the DSL or Principal is not available

All staff 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.
- 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 student 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 Trustee Board

4. Good practice guidelines for staff and Trustees

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 Safeguarding 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
- Avoiding situations with a student alone behind a closed door. Either open the door or inform a member of the safeguarding team if this happens.
- 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 DSCP 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 and Trustees 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 intimate relationship with a student, even if over 18, is appropriate in an educational setting.

6. Students who may be particularly vulnerable

Some students 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 students' 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.

We must ensure that all of our students receive high quality protection. This means a focus on those in vulnerable groups and a clear awareness of any student who might become vulnerable. Examples of early help indicators include:

- Students with multiple suspensions or in danger of being permanently excluded
- Students with very low attendance or who frequently go missing from education
- Disabled or those who 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
- Students with a parent in custody
- 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
- Students who are questioning their gender
- Those with medical conditions or mental health conditions

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 Students with communication needs.

7. Missing Students

A student 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 young people are sometimes forced out of their homes due to spiralling problems.

A student regularly absent from school can be a warning sign before they go missing completely from education. 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 students go missing on repeated occasions and/or are missing for periods during the UTC day.

Staff must be alert to signs of students 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

Students 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 students 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.

Students are taught how to conduct themselves and how to behave in a responsible manner. Students 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

Abuse is devastating for the student 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 safeguarding 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) (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, Trustee, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child or
- 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 students. All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards students and young people immediately.

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

If the concern relates to the Principal, it must be reported immediately to the Chair of Trustees, 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. For less significant concerns, the Low Level Concerns section of the Staff Code of Conduct should be used.

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 Trustees 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. 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 update sessions on changes to safeguarding policies and specific issues. All staff will confirm each year that they have read Part 1 of the latest version of KCSIE.

New staff will receive a briefing during their induction (a Level 1 child protection training is compulsory), which includes the UTC's Safeguarding Policy and Staff Code of Conduct, reporting and recording arrangements, and details for the DSL and deputies. Staff training should include online safety which, amongst other things,

includes an understanding of the expectations, applicable roles and responsibilities in relation to IT related filtering and monitoring.

The DSL, DDSLs and any other senior leaders the Principal decides on will receive Level 3 training updated at least every two years.

All Trustees (who are also Governors) will receive appropriate safeguarding (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at the UTC are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated and the Principal will provide regular safeguarding reports to Trustees to ensure that the issues are highlighted for them.

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 DSCP. 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 are subject to a section 128 check
- Carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the interviewers might want to explore with the applicant at interview. It is good practice for candidates to be warned in advance that this will occur.

Trainee teachers will be checked either by the college or by the training provider, from whom written confirmation will be obtained. They will be subject to the same procedures as supply teachers.

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 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 – this information is confirmed by the agency when they send information about a member of temporary staff. 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 Trustees, 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 if that is to deviate from this standard procedure.

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 and lanyard, 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 before the visit is approved. 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 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. All incidents involving the sharing of indecent images (including AI generated or deepfake images) will result in a safeguarding response. 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.

The UTC must provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding students and staff from potentially harmful and inappropriate online material. Filtering and monitoring is in place for all users of the UTC's IT systems. This applies to UTC devices and networks and should adhere to the DfE's filtering and monitoring standards, in conjunction with the UTC's IT service provider. Filtering and monitoring systems will be reviewed with the IT provider on an annual basis as part of the service level agreement.

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 (Child on child abuse)

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This can include, but may not be limited to:

- Bullying (including cyber bullying and prejudice-based harm and discrimination)
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand or part of a broader pattern of abuse

Children may be harmed by other children or young people. Staff are aware of the harm caused by bullying and use the UTC's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under safeguarding 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 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 of KCSIE will be referred to.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. They will not tolerate or dismiss sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and will challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The response to a report

The initial response to a report of sexual violence or sexual harassment from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Risk Assessment

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support

- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer

Risk assessments should be recorded (paper or electronic) and should be kept under review. At all times, the UTC should be actively considering the risks posed to students and put adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) should ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required and this will be produced in collaboration with UTC staff. The UTC risk assessment is not intended to replace the detailed assessments of expert professionals and any such professional assessments will be used to inform the school or college approach to supporting and protecting students.

What are Sexual violence and sexual harassment?

Sexual violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003. This includes rape and sexual assault.

Underage sexual activity should always be seen as a possible indicator of child sexual exploitation. To help protect younger children the law says anyone under the age of 13 can never legally give consent. This means that anyone who engages in any sexual activity with a child who is 12 or younger is breaking the law. Sexual activity with a child who is under 13 should always result in a child protection referral. The law gives extra protection to young people who are over the age of consent but under 18.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments
- making sexual remarks about clothes and appearance and calling someone
- sexualised names, sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone,
- interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern

- of sexual harassment and/or sexual violence. It may include:
    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media
    - sexual exploitation; coercion and threats
    - upskirting - typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Harmful Sexual Behaviour

This is a useful umbrella term which describes inappropriate, problematic, abusive or violent sexual behaviour which may not fit into the above categories.
Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support. A broader education programme is delivered through the PSHE curriculum to ensure that students have a broad understanding of healthy sexual behaviour and with the intent to ensure that they can talk to someone if they have concerns.

23. Sexual exploitation of children

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends

- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

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.

Where it is legal to do so, 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.

Preventative education is most effective in the context of a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, homophobia, biphobic and sexual violence/harassment…These are underpinned by the UTC's behaviour policy and pastoral support system, as well as by a planned PSHE/RSE programme.

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 student is becoming radicalised or getting involved with 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 UTC follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education).

https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

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

The Trustee Board must appoint a designated teacher 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 students 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 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 student's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the student. The designated teacher for looked after children and the DSL have details of the student's social worker and the name and contact details of the local authority's virtual head for children in care.

Students 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.

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. Domestic Abuse

Staff should be aware of the impact on students of domestic abuse, whether that be direct or indirect.

Domestic abuse can be psychological, physical, sexual, financial or emotional. Students can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

The UTC participates in Operation Encompass, an important initiative led by the police to support the victims of domestic violence.
https://www.operationencompass.org.

The numbers of cases of young people caught up in DV are high and staff should be vigilant and staff should follow normal safeguarding reporting procedures if they have any concerns.

31. 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 Trustees (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 in other schools nationally where senior leaders 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 student.

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, (Child Protection Online Management System) an 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 students 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.

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 and pass on information to receiving colleges.

KCSIE includes clear guidance about deadlines for information flow: Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

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 identifies three safeguarding partners we need to work closely with:

- 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.

32. 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 Trustees 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 DSCP website https://durham-scp.org.uk/.

To make the referral, either ring First Contact on 03000 267 979 or through their website at https://www.durham.gov.uk/firstcontact#:~:text=If%20you%20have%20a%20concern,Durham%20Constabulary%20and%20health%20services .

33. 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
- RSE Policy
- 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.

Staff should be aware that students may not feel ready or know how to tell someone they are being abused, exploited, or neglected - or they may not recognise their experiences as harmful.

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 safeguarding intervention will be managed through the Early Help Assessment 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

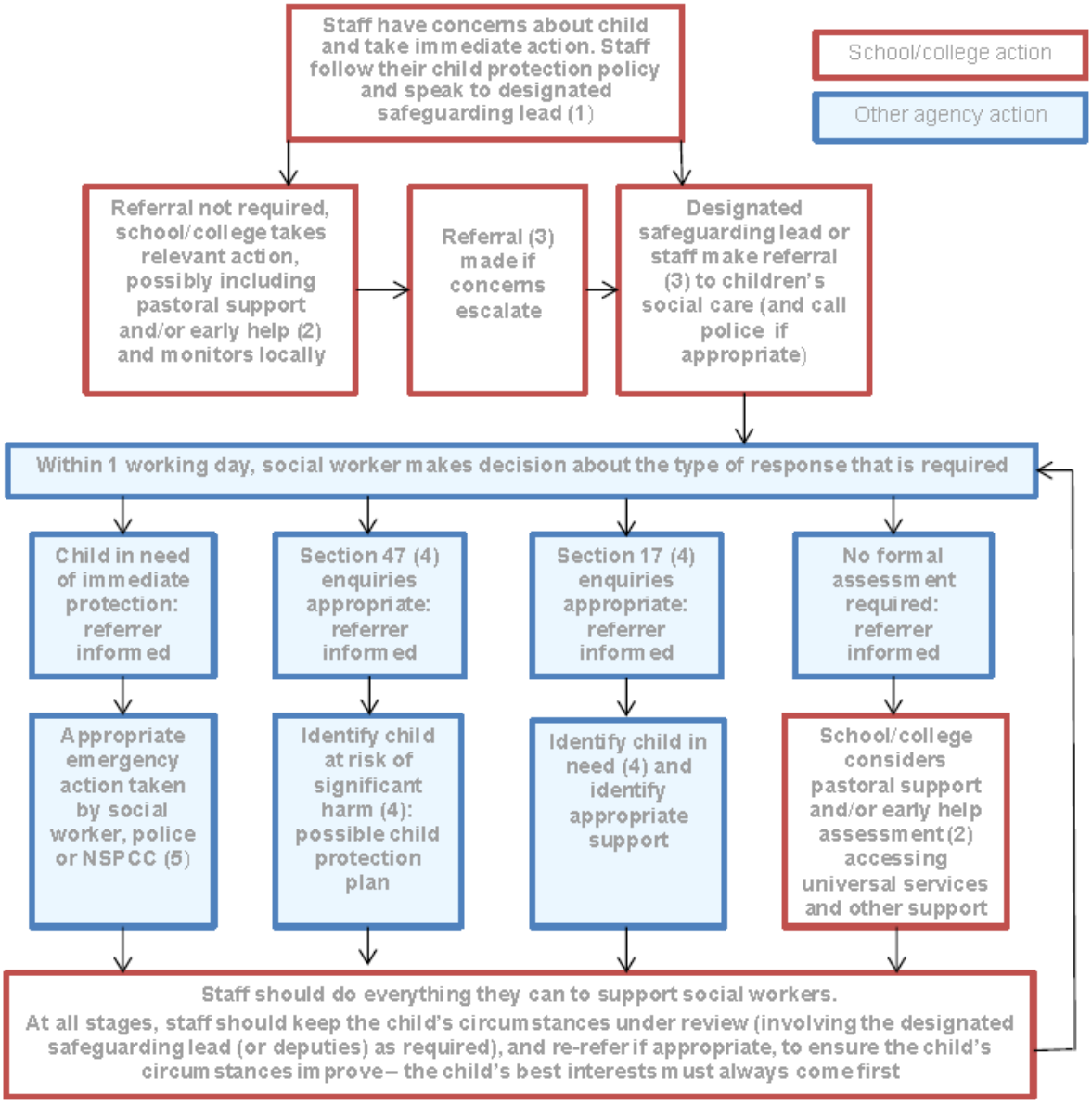
The DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

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 (because the UTC works with several Local Authorities).

Actions where there are concerns about a child



Annexe B - Safeguarding policy additions during disruption to learning, lockdown or partial reopening.

This section is left in the policy in case there is a return to significant disruption of learning in the future. It is not needed at other times.

This section can be brought into force by the Principal or Trustees during any periods of significant disruption to education. It was relevant during Covid remote learning periods and may be relevant in the future.

Principles

- The UTCs Safeguarding Policy still applies – these points identify some additional and temporary arrangements due to lockdown
- All staff and students have signed an Acceptable Use Policy (AUP) for IT systems and this still applies
- While students are at home the primary responsibility for their welfare lies with their parents. For their allocated days at the UTC, we are responsible for their welfare in a normal school day situation
- The UTC still has a very important responsibility in the safeguarding of our students. It is important that we all act immediately on any safeguarding concerns
- We recognise that mental health issues might be common during this period and harder to identify because we don't see the students every day

Practical arrangements

- If you have any concerns about a student then the normal approach applies and the safeguarding team remains the same. Contact Tom, Julie or Leanne and log it on CPOMS (if you can't access CPOMS at home then an email is fine using student initials). A member of the team will be available each day if the UTC is closed
- We continue to work with social workers, the police and the LA to support vulnerable students and those we have concerns about. Multi-agency meetings happen remotely and records are kept
- The student support team are keeping a clear list of students we consider to be vulnerable. They have a rota for checking in with these students on a regular basis and will raise concern with the DSL if there are any students they cannot contact or become concerned about. Vulnerable students will be invited into the UTC for face to face sessions more frequently than most students
- Any issues raised about on line concerns or child-on-child abuse will be dealt with using the same processes
- If anyone has a safeguarding concern about a member of staff or volunteer they must raise it with Tom immediately. If he is not available then it should be reported to one of the Vice Principals
- In investigations by the police it is important that the student is accompanied by an appropriate adult to support, advise and assist them

Information for students and parents

- It is important that students and parents are well supported during this difficult time
- The student support team are available to support any student/parent who needs help. They communicate regularly to offer this support and other forms of advice
- We are asking students to complete work on line. Where students are struggling with this because of workload or access to suitable working conditions or technology, we identify them and support them. The mentors have an important role to play in this
- Students being asked to work on line should have the ability to raise concerns. This could include
    - Childline - for support
    - UK Safer Internet Centre - to report and remove harmful online content
    - CEOP - for advice on making a report about online abuse

- Parents should be given useful advice and information, for example:
    - Internet matters - for support for parents and carers to keep their children safe online
    - Thinkuknow - for advice from the National Crime Agency to stay safe online
    - UK Safer Internet Centre - advice for parents and carers

Staff on line communication with students

- We have a good system set up using Microsoft Teams and it should be possible for all educational communication to go through that system or other established systems (such as Seneca/Dr Frost).
- Only use school-registered accounts, never personal ones, unless explicitly approved by Tom.
- Don't use a system that has not been approved – it is likely that there will be GDPR issues as well as safeguarding concerns.
- If you are making videos or doing live lessons be thoughtful about where you are and your background. Avoid obviously using bedrooms or having inappropriate objects/information visible. Backgrounds can be blurred on Teams if there isn't an appropriate backdrop in your working environment. Ensure that you are dressed appropriately – you must be professional (smart clothes are appropriate though no need for formal wear/suit/tie etc)
- Avoid one-to-ones with students unless pre-approved by your line manager or SLT.
- It is likely that we will hold virtual events (e.g. parents evenings). Ensure that you only use the approved system (e.g. Teams, Zoom), avoid one to one sessions with students alone and report any issues or concerns.
- If you have any concerns then raise them with your line manager or member of the safeguarding team.

Annexe C – Key Personnel

The current key personnel at the UTC are identified at the UTC front desk and on the website:

The Designated Safeguarding Lead (DSL)	Tom Dower	tom.dower@utcsouthdurham.org
Deputy Safeguarding Lead (DDSL)	Julie Bushby	julie.bushby@utcsouthdurham.org
Deputy Safeguarding Lead (DDSL)	Leanne Tippey	leanne.tippey@utcsouthdurham.org
Deputy Safeguarding Lead (DDSL)	Catherine Purvis-Mawson	Catherine.Purvis-Mawson@utcsouthdurham.org
Designated Teacher for Looked After Children	Jak Heslop	jak.heslop@utcsouthdurham.org
Safeguarding Trustee	Ian Neal	ian.neal@sunderland.ac.uk