



Buckinghamshire University Technical College

**Safeguarding Children and Young People
Policy and Procedures**

2020/21

Responsible Officer: Principal
Date: August 2020
Review date: August 2021 (unless preceded by legislation)
Procedure available: Website/Reception/Learning Centre
Authorised by: Governing Body

CONTENTS

Policy

Purpose and statement of policy	3
Role of governing board	4
Role of nominated governor	5
Role of designated safeguarding lead	5
Key contact details	8

Procedures

Suspicion of Abuse/Neglect	9
Disclosure of Abuse	10
Referrals on Child Abuse/Neglect	10
Honour based violence	11
Female Genital Mutilation (FGM)	11
Forced Marriage	12
Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)	12
Peer on Peer Abuse	13
Online learning	14
Mental health	14
Sexual Violence and Sexual Harassment between children	15
Serious Violence	16
Private Fostering	16
Use of reasonable force	18
Children with special educational needs and disabilities	18
Allegations against Staff (including Supply Staff)	18
Safer recruitment practices	20
Work Placements	20
Confidentiality/information sharing	21

Appendix 1: Categories of harm and abuse	23
---	-----------

SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

The safety and welfare of all children/young people continues to be Bucks UTC's priority and the principles within the Keeping Children Safe in Education (KCSIE) 2020.

This policy applies to reopening of schools due to COVID-19 and reflects updated advice from our 3 local safeguarding partners Buckinghamshire Council, the local authority (LA), Thames Valley Police and the Buckinghamshire Clinical Commissioning Group.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools, and should be read in conjunction with that policy.

Unless covered here, our normal safeguarding and child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

Purpose:

This policy and procedures deal with the protection of all children and young people at Bucks UTC and is written and carried out with due regard for the DfE guidance Working together to safeguard children (July 2018) and Keeping children safe in education (September 2020). We fully recognise our responsibilities for child protection. Our policy applies to all staff, governors, external agencies and volunteers working in the UTC.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Scope:

Children and young people are defined as those under the age of 18 years. This is not restricted to students undertaking qualifications but will also include students on any type of course or work placements and children and young people partaking in other UTC activities.

Definition:

Safeguarding and promoting the welfare of young people for the purpose of this policy is defined as: protecting children and young people from maltreatment; preventing the impairment of children and young people's mental and physical health or development; ensuring that children and young people can grow up in circumstances consistent with the provision of safe and affective care; and taking action to enable all children and young people to have the best outcomes.

Statement of Policy

- Bucks UTC holds as one of its highest priorities the health, safety and welfare of all children and young people involved in courses or activities which come under the responsibility of the UTC
- Bucks UTC will have a child protection (safeguarding) policy and procedures in place, which is made available to parents, students and staff
- Bucks UTC will operate safe recruitment procedures and make sure appropriate checks are carried out on staff and volunteers who work with children and young people
- Bucks UTC will have procedures in place for dealing with allegations of abuse against members of staff and volunteers

- Bucks UTC will provide a senior member of staff designated to take lead responsibility for dealing with child protection issues, providing advice and support to staff, and liaising with agencies
- Bucks UTC will provide annual training and regular updates to ensure all staff are aware of the arrangements for child protection and their responsibilities
- In line with the DfE guidance 'Keeping Children Safe in Education' September 2020:
 - all teachers, including headteachers will safeguard children's mental health, wellbeing and maintain public trust in the teaching profession as part of their professional duties
 - we will have a child centred approach which is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families
- Bucks UTC will undertake an annual review of its policies and procedures relating to safeguarding children and young people.
- The content of this policy and the effectiveness of its implementation will be reviewed each year by the Governing Body.

The role of the Governing Board

The Governing Board must ensure the UTC complies with the safeguarding duties under legislation, this includes having a robust Child Protection (Safeguarding) Policy, reviewing the policy and procedures and training annually, monitoring and evaluating the effectiveness and being satisfied that the statutory duties are being complied with. The Governing Board must ensure that a Designated Lead for safeguarding (senior level) together with a Nominated Governor for Child Protection (Safeguarding) are in place.

The responsibility of governing body as outlined in the statutory guidance 'Keeping Children Safe in Education' September 2020, page 18, legislation and the law states:

Governing boards and proprietors must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

*Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's or college's safeguarding arrangements*

Safeguarding policies

Governing boards and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

This should include:

- *Having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB). It should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.*
- *A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.*
- *Put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future*
 - *Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum¹⁸ and is good practice to give the school or college additional options to make contact with a*

responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

- *Further information on schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school role at standard and non-standard transition points can be found in the department's statutory guidance: <https://www.gov.uk/government/publications/children-missing-education>*
- *General information and advice for schools and colleges can be found in the Government's <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>*
- *Governing boards and proprietors should take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.*
- *Headteachers and principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff*

The Governing Board must:

- recognise the importance of the role of the designated lead and support them, ensuring the training necessary to be effective is undertaken
- ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues
- recognise the contribution the UTC can make to helping students keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education curriculum
- prioritise the welfare of children and young people, creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- adhere to statutory responsibilities to check staff who work with children and young people
- ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to the Keeping children safe in education guidance published by the DfE September 2020 and legislation referred to therein
- receive and review the annual Safeguarding Report and ensure it is shared with the Local Authority

It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Principal.

The role of the Nominated Governor

The Nominated Governor for safeguarding and child protection will need to be familiar with local BSCB (Buckinghamshire Safeguarding Children's Board) procedures, LA procedures and guidance issued by the Department for Education. The nominated Governor will:

- work with the Designated Safeguarding Lead responsible for child protection to produce the child protection policy
- undertake the training available for Nominated Governors.
- ensure that safeguarding and child protection is a regular agenda item for discussion and action with the Governing Body and that the policies and procedures are updated in line with legislation.

The role of the Designated Safeguarding Lead

The Governing Body should ensure that the UTC designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the UTC to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. All members of staff should be aware of this role including who the designated lead is and what their role encompasses. This should be explicit in the role holders job description.

The broad areas of responsibility for the designated safeguarding lead are detailed below and full guidance can be seen in Annex B of the Keeping Children Safe in Education 2020 statutory guidance at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care as required including to the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Support staff who make referrals to the local authority children's social care;
- Refer cases to the Channel programme where there is radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead should ensure the UTCs policies are known and used appropriately:

- Ensure the UTCs child protection policies and procedures are known, understood and used appropriately
- Ensure the UTCs child protection policy is reviewed annually (unless preceded by legislation) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the UTC in this
- Link with the BSCB to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements

Child Protection File

Where children leave the UTC ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or the deputy) should always be available (during UTC hours) for staff in the UTC to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or the deputy) would be expected to be available in person, it is matter for the UTC, working with designated safeguarding lead to define what 'available' means and whether in exceptional circumstances availability by phone or online mediums is acceptable.

The DfE has clear guidelines on what schools, Governing Bodies and LAs should do if they suspect that a child has been abused or assaulted. It is not, however, the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by the BSCB (Buckinghamshire Safeguarding Children's Board).

The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their local safeguarding children's board and LA. They must also be able to deal with allegations made against members of staff, other than the Principal.

If the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead is absent, all safeguarding concerns must go directly to the Principal.

Key Contacts

UTC contacts

Designated Safeguarding Lead: Sonia Hothi
 Assistant Principal/SENCO
 Tel: 01296 388478
 Email: shothi@buckinghamshireutc.co.uk

Deputy Designated Safeguarding Lead: Sarah Valentine
 Principal
 Tel: 01296 388452
 Email: svalentine@buckinghamshireutc.co.uk

Senior Leader taking responsibility for co-ordinating safeguarding: Sarah Wood.
 Assistant Principal, Teaching & Learning, Head of English
 Tel: 01296 388 461
swood@buckinghamshireutc.co.uk

Nominated Safeguarding Governor: Dr Tim Coole

Chair of Governors: Professor Nick Braisby

Contacts in County

Education Safeguarding Advisory Service	01296 382 912
Education Safeguarding Advisor	01296 382 732
First Response Team	01296 383 962
Local Authority Designated Officer (LADO):	01296 382 070
RU Safe? (Barnardos - Child Sexual Exploitation Service)	01494 461 112
Children's Services, Out of Hours:	0800 999 7677
Thames Valley Police	101 (999 in case of emergency) (click on web link)
Buckinghamshire Safeguarding Children Board for procedures, policies and practice guidelines	
Bucks Family Information Service	0845 688 4944
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	

Other contacts

NSPCC helpline nspcc.org.uk	0800 800 5000
Childline	0800 11 11
Kidscape Bullying Helpline	0845 1205 204
Female Genital Mutilation Email: fgmhelp@nspcc.org.uk	0800 028 3550
Samaritans	0845 790 9090
CEOP (Child Exploitation and Online Protection)	(click on web link)
Foreign and Commonwealth Office (Forced Marriages Section)	0207 008 0151
Crimestoppers	0800 555 111
Silent solution - www.policeconduct.gov.uk	via 999
UK Safer-internet Centre	
MIND mental health	
Internet matters – support for parents/carers to keep their children safe online	
Net-aware – support for parents from the NSPCC	
Parent-info – support for parents/carers to keep their child safe online	
Thinuknow – advice from National Crime Agency to stay safe online	
UK Safer Internet Centre	
Kooth.com- mental health, counselling	0203 984 9337

SAFEGUARDING CHILDREN AND YOUNG PEOPLE PROCEDURES

Purpose:

The purpose of these procedures is to ensure that the rights of children and young people are protected through staff understanding and following statutory and local procedures. Children and young people are defined as those under the age of 18 years.

Detailed below are the procedures to follow for:

1. Suspicion of Abuse/Neglect
2. Disclosure of Abuse
3. Referrals on Child Abuse/Neglect
4. Honour based violence
5. Female Genital Mutilation (FGM)
6. Forced Marriage
7. Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)
8. Peer on Peer Abuse
9. Online Learning
10. Mental Health
11. Sexual Violence and Sexual Harassment between children
12. Serious Violence
13. Private Fostering
14. Use of reasonable force
15. Children with special educational needs and disabilities
16. Allegations against Staff (Including Supply Staff)
17. Safer recruitment practices
18. Work Placements
19. Confidentiality

1. Suspicion of Abuse/neglect

Where a member of staff has reasonable cause to suspect that a child/young person is suffering or is at risk of suffering significant harm (See appendix 1, page 21 *safeguarding children and young people guidelines* for definition of categories of abuse), s/he should record the concerns and refer the matter to the Designated Safeguarding Lead (DSL). Neglect can also cause significant harm which is the *persistent failure to meet a child's basic physical and/or psychological needs*. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Designated Lead should clarify the following with the referrer:

- Nature of concerns
- How and why they have arisen
- What appears to be the needs of the child/young person
- Whether concerns has been discussed with the parents/family, remembering that this should only be done if it will not place the child/young person at increased risk of significant harm
- Whether social services or an external agency are already working with the child/young person

This will enable the DSL to make a satisfactory evaluation of the referral and make a decision on the next steps, which may include taking no further action. Where the DSL decides that further action is necessary, this may be to:

- Seek further advice from Social Services
- Make a referral to Social Services

If a member of staff does not agree with the decision of the DSL that no further action is necessary, the member of staff should refer these concerns in the first instance to the Principal. If the Principal does not recommend further action and the member of staff still has concerns, s/he have the right and duty to refer the case directly to Buckinghamshire County Council First Response Team. The member of staff should also alert the Clerk to Governing Body or other designated senior manager under the UTC's Confidential Reporting (Whistleblowing) Policy.

2. Disclosure of Abuse

Children and young people may choose to tell a trusted adult what has happened to them. This needs to be dealt with carefully, balancing the need to pass information on with the desire to retain the child's or young person's trust. It is also important to avoid children/young people having to repeat their story to too many different people. This is not only traumatic for the child/young person, but can also result in evidence becoming inadmissible because it can be alleged that the child/young person has been led to make allegations that are not true. Care also needs to be taken not to make promises to the child/young person, either about not passing the information on, or about the action that will result. (See section on confidentiality in *safeguarding children and young people guidelines*).

If a child/young person discloses to you:

- Explain openly and honestly with the child/young person at the beginning what information will be shared, with whom and why and seek agreement
- **Listen** to the child/young person, rather than directly question them
- Do not make any suggestion to the child/young person regarding how the incident may have happened
- Never stop a child/young person who is freely recalling significant events
- Make a note of the discussion, taking care to record the timing, setting, people present, as well as what was said and record all subsequent events up to the time of interview
- Complete the Safeguarding Children and Young People referral form with your reasons for the decision to share the information
- Sign and date the record
- Inform the Designated Safeguarding Lead and provide the original referral form

3. Referrals on Child Abuse

The DSL, in liaison with the Principal is responsible for referring concerns/disclosures from staff where there is a reasonable cause to suspect that a child/young person is suffering or is at risk of significant harm. Where appropriate, DSL/DDSL will refer the recorded concerns to the First Response Team at Buckinghamshire County Council within 24 hours.

Monday – Friday Telephone: **0845 460001**
01296 383962

For serious emergencies in the evenings, weekends or public holidays, the **Emergency Duty Team** can be contacted by telephone on: **0800 999 7677**

The DSL should seek, in general, to discuss any concerns with the family, and where possible seek their agreement to make a referral. However this should only be done where such discussion and agreement **will not** place the child/young person at increased risk of significant harm.

Where the circumstances of the referral indicate the possible commission or attempted commission of a criminal offence, Buckinghamshire County Council First Response Team will also refer the matter to the Thames Valley Police Family Protection Unit. This will enable the police and Social Services to consider jointly how to proceed in the best interests of the child.

Where a telephone referral has been made to Buckinghamshire County Council First Response Team, the DSL should confirm this in writing. At the end of the discussion or dialogue about the child/young person it should be clear about who will be taking what action, or that no further action will be taken. The decision should be recorded in writing by the DSL.

Upon receipt of a referral the First Response Team, will decide on a course of action within 24 hours. Staff and the DSL may be requested for further information. It is important that all events are recorded, with times, dates and signed.

Where Social Services decide to take no further action at this stage, feedback will be provide to the DSL. This should be stored confidentially with all other records of the case.

If it is apparent that emergency action should be taken to safeguard a child, an immediate strategy discussion between Social Services, the police and other appropriate agencies will take place prior to action.

Following investigation of the concerns by Social Services or the police, a Child Protection Conference may be required. This is a meeting of a number of professionals known to the child/young person and family and chaired by an independent reviewing officer. The Designated Manager and the member of staff who initially raised the concerns may be requested to attend and provide a written report to the conference.

Any detailed information about a case will be confined to:

- The UTC's DSL
- The Principal
- The parents/carer (unless to do so will place the child/young person at risk of significant harm)
- The Chair of the Governing Body (by the Principal where a referral to an external agency has been made)

Information will be shared with Senior Managers, the Head of Department and the member of staff reporting the concerns only on a 'need to know' basis

4. Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. All staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV they should contact the designated safeguarding lead immediately who will ensure the appropriate local safeguarding procedures are activated, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

5. Female Genital Mutilation (FGM)

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.

If there are suspicions or a student has disclosed that she has undergone or is at risk of undergoing FGM, the member of staff should:

- Urgently inform the DSL who will make an immediate referral to Buckinghamshire County Council First Response Team

If there is a concern about one child or young person consideration must be given to whether siblings are at similar risk. Once concerns are raised about FGM there should also be consideration of possible risk to other children and young people in the community.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see below)

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. A useful summary of the FGM mandatory reporting duty can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

6. Forced Marriage

If there are suspicions or a student has disclosed that s/he is being forced to marry the member of staff should:

- See the student immediately in a private place, where they cannot be overheard
- See the student on their own – even if they attend with others
- Develop a safety plan in case the student is seen i.e. prepare another reason why you are meeting
- Note your discussion, gathering as much information as possible
- Inform the Designated Manager immediately and provide written details, where possible with the student’s consent but remembering that the student’s safety is paramount
- Do **not** approach the student’s family or those with influence in the community, without the express consent of the student, as this will alert them to your concerns and place the student at significant risk or harm. This could include the family moving the student, expediting any travel arrangements and bringing forward the forced marriage
- All those should bear in mind that mediation as a response to forced marriage can be extremely dangerous. Refusal to go through with a forced marriage has, in the past, been linked to so-called ‘honour crimes’

The DSL, in liaison with the Principal must refer to the guidance in *Dealing with Cases of Forced Marriage* and contact the Forced Marriage Unit (FMU) on 020 7008 0151 or email: fmu@fco.gov.uk. for support and guidance. The DSL will follow the actions recommended by the FMU, which may include contacting the police and Buckinghamshire County Council First Response Team.

7. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and 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.

Putting Children First (July 2016) explains that “child sexual exploitation is a crime with devastating and long lasting consequences for its victims and their families. Childhoods and family life can be ruined and this is compounded when victims, or those at risk of abuse, do not receive appropriate, immediate and on-going support. The first response to children, and support for them to access help, must be the best it can be from social workers, police, health practitioners and others who work with children and their families.”

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

In Buckinghamshire the Safeguarding Children Board launched a CSE Promise and Strategy in 2017. The Promise sets out the commitment from all Buckinghamshire agencies working with children and young people to tackling CSE through a three-pronged approach:

- **Prevent** CSE from happening and stop existing CSE from continuing
- **Protect** those who are at risk of, or who are victims of, CSE
- **Pursue** the perpetrators of CSE and support victims to safely disclose abuse

The DSL, in liaison with the Principal will use the guidance in Putting Children First (July 2016) *and* advice from the Bucks Safeguarding Children Board for all CSE concerns. The DSL will follow the actions recommended by professionals.

8. Peer on Peer Abuse: Allegations of abuse made against other pupils

Bucks UTC recognise that children and young people are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. This includes bullying and cyber bullying.

Most cases of students hurting other students will be dealt with under our behaviour policy, but child protection and safeguarding policy and procedure will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all students involved – both the victim(s) and the student (s) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students , and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by speaking to a DSL/DDSL
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the student is being abused themselves, and that this would fall under the scope of this policy

We recognise that children/young people may have more frequent access to online devices, which has the potential to lead to online peer on peer abuse. These would include:

- Sexting
- Online abuse
- Peer-on-peer grooming
- Distribution of youth involved sexualised content
- Harassment

Where a member of staff has a reasonable cause to suspect or receive a report of peer on peer abuse, it will be addressed promptly and appropriately, following the principles as set out in part 5 of KCSIE and of those outlined within Bucks Children and Young People Safeguarding Policy and Procedures. We will listen and work with child/young person, parents/carers and multi-agency partners, including a report to the police, if required, to ensure the safety and security of that young person.

9. Online Learning

As we continue to use blended learning including online learning; it is important that all staff who interact with children/young people, including online, continue to be alert to signs that a child/young person may be at risk of harm online, and act on any concerns immediately. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

We will ensure sure children/young people know how to report any concerns they have and signpost them to other sources of support too. Any such concerns will be dealt with as per our Safeguarding Children and Young People Policy and Procedures and where appropriate, referrals will still be made to the relevant multi-agencies.

In addition, Bucks UTC will safeguard any use of online learning tools and ensure systems are in line with privacy and data protection/GDPR requirements. For those children/young people who are being asked to work online, they have clear reporting routes in place, in order they can raise any concerns whilst online. As well as reporting routes, students will be sign posted to age-appropriate practical support and approved Government online support.

10. Mental Health

We have an important role to play in supporting the mental health and wellbeing of children/young people.. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the UTC child protection policy and speaking to the designated safeguarding lead.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance. Its resources include social media, forming positive relationships, smoking and alcohol.

11. Sexual Violence and Sexual Harassment between children

The Department for Education (DfE) has issued statutory guidance on Sexual Violence and Sexual Harassment between children and can be found at: www.gov.uk/government/publications/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 a group of children.

Sexual violence and sexual harassment:

- Exist on a continuum and may overlap
- Can occur online and offline (both physical and verbal)
- Are never acceptable

The DfE Guidance defines and refers to the following:

Harmful sexual behaviour:

- Rape
- Assault by penetration
- Sexual assault
- Consent and sexual harassment.

Sexual Harassment: For the purpose of this advice, we mean 'unwanted conduct of a sexual nature':

- Sexual comments, such as telling sexual stories
- Making lewd comments
- Making sexual remarks about clothes and appearance
- Calling another child sexualised names, sexual jokes or taunting
- Physical behaviour
- Online sexual harassment including non-consensual sharing of sexual images and videos
- Sexualised online bullying including unwanted sexual comments and messages
- Sexual exploitation, coercion and threats

Page 12 of the guidance outlines legal responsibilities:

It's important that **all** victims are taken seriously and offered appropriate support and where relevant our behaviour policy, child protection, safeguarding policy and procedure will apply to any allegations that raise safeguarding concerns.

If a student makes an allegation of sexual violence and/or sexual harassment:

- Record the allegation with 2 staff members present if possible
- You must tell the DSL immediately
- Parents and carers should be informed (unless this would put the victim at greater risk)

- Rape, assault by penetration and sexual assault are crimes and must be referred to the police immediately
- The DSL will make a referral to the local authority children's social care team and seek advice
- The DSL will put a risk assessment in place and appropriate specialist support should be offered

We will minimise the risk of sexual violence and sexual harassment by:

- Safeguarding all children: those who are lesbian, gay, bisexual or trans (LGBT), or perceived to be so, who may be particularly targeted by their peers
- Have measures in place to prevent all forms of bullying
- Safeguarding training
- Follow the statutory guidance on sex and relationships education (SRE)
- Act in line with the Human Rights Act 1998 and the European Convention on Human Rights
- Comply with the Equality Act 2010
- Using a whole school preventative approach
- Offering specialist support and interventions
- Assessments of children considering whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare)
- Recognising children with special educational needs (SEN) and disabilities are more vulnerable to sexual violence and harassment and additional barriers

12. Serious Violence

The proposed new guidance states:

"All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs."

"All staff should be aware of the associated risks and understand the measures in place to manage these."

What is serious violence?

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant.

Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

13. Private Fostering

The DfE outlines new requirements in line with The Children Act 1989 and can be found on:

[www.gov.uk/Replacement-Children-Act-1989/Guidance-on-Private-Fostering,\(2005\)](http://www.gov.uk/Replacement-Children-Act-1989/Guidance-on-Private-Fostering,(2005)) and [www.gov.uk/statutory-guidance-for-National-minimum-standards-for-private-fostering-\(2005\)](http://www.gov.uk/statutory-guidance-for-National-minimum-standards-for-private-fostering-(2005)).

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative with the intention that it should last 28 days or more'. It is essentially an arrangement that is made privately without the involvement of a local authority.

Close relatives are defined as: Step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Situations involving private foster care can include:

- Teenagers living with the family of a boyfriend or girlfriend
- Children sent to this country for health care or education, by parents living overseas
- Children living with a friend's family as a result of separation, divorce or arguments at home
- Children at Boarding Schools who do not return to their parents during holidays.
- Children on holiday exchanges or living with host families for a variety of reasons
- Children brought from abroad with a view to adopt
- Children whose parents work unsocial hours
- Children whose parents are in prison
- Children whose parents are serving in the forces.

Privately fostered children/young people are often made more vulnerable by their living circumstances and by their status as they are often not identified and made known to their local authority.

What will we do?

- It is the responsibility of everybody whose work brings them into contact with children/young people, to report private fostering arrangements by ringing the First Response Team on 01296 383962/0845 4600001 or secure-cypfirstresponse@buckscc.gcsx.gov.uk
- You must inform the DSL/DDSL immediately who can then seek advice from the local authority and social care team
- Parental responsibility lies with the parent and therefore contact must be made with them regarding major decisions

What should parents/carers do?

- If a private fostering arrangement is being considered, parents/carers of the child must notify the First Response Team on 01296 383962/0845 4600001 or secure-cypfirstresponse@buckscc.gcsx.gov.uk at least 6 weeks in advance (the timescale for assessment is 42 days).
- If a private fostering arrangement is set up in an emergency, the First Response Team should be told immediately within 48 hours of the arrangement being made.

What should a private foster carer do?

- Private foster carers do not have parental responsibility for a child, which means that they have to ask the parents about any medical or dental treatment, school trips, taking the child on holiday or about any other major decisions relating to the child.

Where there is a private fostering arrangement, the local authority must:

- Check on the suitability of the private foster carers
- Ensure that advice is made available when needed
- Observe the overall standard of care
- Ensure that professionals in other services (Social Care, Education, Health etc) are aware of any Private Fostering arrangements
- The child's Social Worker must make regular visits to the child; on a weekly basis whilst the carer is being assessed by the First Steps Team and 6 weekly thereafter (following approval of the carer and private arrangement)

14. Use of reasonable force

The Department for Education (DfE) has issued non-statutory guidance on using force to control or restrain pupils. This can be found at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Page 3 of the guidance says that it is intended to clarify rules around using force on students, to help staff feel more confident about using it where it is deemed necessary.

The guidance makes clear that reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It also makes clear what the responsibilities of school leaders and governors are regarding the use of force.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The staff should call a Duty Manager in any event, at the earliest opportunity

Members of staff may use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a UTC event or a UTC trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or stop a fight
- Restrain a student at risk of harming themselves through physical outbursts

15. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the UTC considers extra pastoral support for children with SEN and disabilities. Staff who has welfare concerns about a child/young person with SEN and disability needs should follow the referral processes set out in this policy.

16. Dealing with Allegations against Staff (including supply staff)

The following procedures should be used in respect of cases in which it is alleged that a member of staff including supply teachers and volunteers has:

- Behaved in a way that has harmed a child/young person, or may have harmed a child/young person
- Possibly committed an offence or related to a child/young person
- Behaved towards a child/children or young person/people that indicate s/he is unsuitable to work with children/young people

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

The allegation should be reported to the Principal immediately, unless the allegation is about the Principal in which case it should be reported to the Chair of the Governing Body.

If the allegation meets any of the above criteria the Principal should report it to the Local Authority Designated Officer (LADO) the same day by telephone on 01296 382070 and by secure email at: secure-LADO@buckscc.gcsx.gov.uk

The LADO office is open from 9am – 5.30pm Monday to Thursday, and from 9am – 5pm on Friday.

The member of staff whom such an allegation is made will be suspended under the UTC Disciplinary or Harassment Procedures as appropriate.

The member of staff who is the subject of the allegation should be kept informed of the progress of the case and the UTC should consider what support is appropriate, for example via occupational health and counselling arrangements. The member of staff should be kept informed of the developments at the UTC while suspended and should be advised to contact their union or professional body at the outset.

Parents/carers of the child/young person involved should be told about the allegation as soon as possible and kept informed of the progress and outcome.

During the initial consideration the LADO will discuss the matter with the Principal and obtain further details including whether there is evidence that establishes the allegation is false or unfounded. The Principal should not investigate the allegation at this stage.

Where there is cause to suspect that a child/young person is suffering or likely to suffer significant harm the LADO will refer to Social Services. Where there is not cause to suspect significant harm but that a criminal offence has been committed the LADO will refer the case to the police.

The UTC will deal with the allegation where initial consideration decides that the allegation does not involve a possible criminal offence. If the nature of the allegation does not require formal disciplinary action the Principal should take appropriate action within 3 working days. If a disciplinary hearing is required and can be held without further investigation this should take place within 15 working days.

Where further investigation is required to inform consideration of disciplinary action the Principal, the Director of Human Resources and the LADO should discuss who should undertake that. The investigating officer should aim to provide a written report to the Principal within 10 working days.

Once the report is received the Principal and the Chair of the Governing Body should consult with the LADO and decide whether a disciplinary hearing is needed within 2 working days. If a hearing is needed it should be held within 15 working days.

The LADO will continue to liaise with the UTC to monitor progress of the case and provide advice or support when required.

If a criminal investigation is undertaken and the police decide not to charge the individual with an offence or administer a caution, or the person is acquitted by a Court, the police should pass all information they may have which is relevant to a disciplinary case within 3 working days. If the person is convicted of an offence the police should inform the UTC immediately so that appropriate action can be taken.

If on conclusion of the case the UTC ceases to use the persons services or the person ceases to provide their services the Principal should inform the LADO about whether a referral to the DfE is required.

Every effort should be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or being considered.

If the member of staff who is subject to the allegation tenders a resignation during the investigation, this must not prevent an allegation being followed up in accordance with these procedures. So called 'compromise agreements' must not be used in these cases. In the rare event that an allegation is shown to have been deliberately invented or malicious, the Principal should consider whether any disciplinary action is appropriate against the student who made it, or the police to consider whether any action might be appropriate against the person responsible if s/he was not a student.

In a case where an allegation is made against another student or a student the procedures apply but will be dealt with through the student disciplinary process. Consideration will be given to the age and stage of development of the student.

17. Safer Recruitment Practice

The UTC adopts a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children.

The procedures for safer recruitment practice are compliant with the Disclosure and Barring Service (DBS)/prohibition checks include, but are not limited to:

- Job descriptions that make reference to the responsibility for safeguarding and promoting the welfare of children and young people
- The person specification includes specific reference to suitability to work with children
- Comprehensive information is obtained from applicants and scrutinised, discrepancies or anomalies are taken up and satisfactorily resolved
- Independent professional and character references that answer specific questions to help assess an applicants suitability to work with children are obtained prior to commencing employment, with concerns followed up
- Applicants are subject to a face to face interview that explores the candidates suitability to work with children/young people as well as suitability for the post
- The successful applicant's identity is verified
- The successful applicant's academic and vocational qualifications claimed are verified
- The applicant's previous employment and history is checked
- The applicant's health and physical capacity for the job is verified
- All staff (including volunteers, agency and governors) are subject to enhanced CRB disclosure
- Mandatory check of List 99 are carried out for all candidates
- Checks are made to confirm that candidates have the right to work in the UK.
- For those staff/appointees who have lived abroad in addition to CRB disclosures, further checks are obtained, for example certificates of good conduct from relevant embassies or police forces, or additional references
- Where possible DBS disclosures are obtained prior to commencing appointment. Where this is not possible a risk assessment is undertaken and control measures put in place, including not working with children/young people unsupervised
- All visitors, including contractors to the UTC are required to sign in and out, and wear a visitors badge

Secretary of State teacher prohibition and interim prohibition, orders:

"Teacher prohibition and interim prohibition, orders prevent a person from carrying out teaching work⁵⁶ in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited must not be appointed to a role that involves teaching work"

18. Work Placements

Additional safeguards are required for children and young people on longer term work placement. These requirements do not apply for placements lasting one term or less. For example; a placement of a half day or one day spread over 10 weeks. However if a work placement comes under one or more of the following conditions:

- For more than 1 day a week
- For longer than 1 term in any academic year

- Aimed at children and young people who may be vulnerable eg: those who have special needs or are young (under 16)
- One where a workplace supervisor or colleague has substantial unsupervised access to the child because of the nature of the business (ie; micro business, sole trader)
- One that has a residential component

The following safeguards and procedures must apply prior to any child or young person starting the work placement:

- Staff who arrange, assess or monitor work placements must have training in child protection
- Prior to commencing placement, a health and safety risk assessment must be carried out and safeguarding children must form part of this assessment
- Employers and work placement providers will be given a copy of the UTC's Safeguarding Children and Young People Policy and must agree to the safeguards by signing that they have read and understood on the risk assessment
- Where a person in the work placement will have substantial access and/or designated responsibility for looking after, supervising or directly training the child or young person on placement they must be vetted and subject to DBS/CRB Disclosure to ensure suitability for working with children and young people. This will be arranged by the UTC and the person should be regarded as a volunteer for the purpose of Disclosure
- This designated person should be given basic child protection training and the details of the UTC DSL in the event that there are concerns about a child or young person for whom they are responsible
- Young people on work placement should be given clear advice on whom to contact at Bucks UTC if they are concerned, worried or uncomfortable
- If Child Protection issues are raised prior, during or after the work placement the procedures for disclosure should be followed

19. Confidentiality

Children, young people and families need to feel reassured that their confidentiality is respected. In most cases information about them will only be shared with their consent but there may be cases when this needs to be overridden. The safety of the child is paramount.

Six key points on information sharing

(Taken from HM Government – Information sharing: Practitioners' guide)

- Explain openly and honestly at the outset what information will or could be shared, and why, and seek agreement – except where doing so puts the child or others at risk of significant harm
- The child's safety and welfare must be the overriding consideration when making decisions on whether to share information about them
- Respect the wishes of children or families who do not consent to share information – unless in your judgement there is sufficient need to override that lack of consent
- Seek advice when in doubt, especially when doubt relates to a concern about possible significant harm to a child or serious harm to others
- Ensure information that is shared is accurate, up-to-date, necessary for the purpose for which you are sharing it, shared only with those who need to see it, and shared securely
- Always record the reasons for the decision – whether it is to share or not

Principles of information sharing

Consider:

- Is there a legitimate purpose to share the information?
- Does the information enable a person to be identified?
- Is the information confidential?

- If so, is there consent to share?
- Is there a statutory duty or courts order to share the information?
- If consent is refused, or there are good reasons not to seek consent, is there a sufficient public interest to share information?
- If the decision is to share, is the right information being shared in the right way?
- Has the decision been properly recorded?

Appendix 1: Categories of abuse

Neglect

Physical signs to look out for:

- Being constantly hungry and sometimes stealing food from others.
- Being in an unkempt state; frequently dirty or smelly.
- Loss of weight or being constantly underweight.
- Being dressed inappropriately for the weather conditions.
- Untreated medical conditions – not being taken for medical treatment for illness or injury.

Behavioural signs to look out for:

- Being tired all the time.
- Frequently missing school or being late.
- Failing to keep hospital or medical appointments.
- Having few friends.
- Being left alone or unsupervised on a regular basis.
- Compulsive stealing or scavenging, especially of food.

Physical abuse

Physical signs to look out for:

- Injuries that the child cannot explain or explains unconvincingly.
- Injuries that have not been treated or treated inadequately.
- Injuries on parts of the body where accidental injury is unlikely, such as the cheeks, chest or thighs.
- Bruising which reflects hand or finger marks.
- Cigarette burns, human bite marks.
- Scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or tide marks/rings on the child's arms, legs or body where the child has been made to sit or stand in very hot water.

Behavioural signs to look out for:

- A child is reluctant to have their parents contacted.
- Aggressive behaviour or severe temper outbursts.
- A child who runs away or shows fear of going home.
- A child who flinches when approached or touched.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.
- Covering arms and legs even when hot.
- Depression or moods which are out of character with the child's general behaviour.
- Unnaturally compliant to parent or carers.

Sexual abuse

Physical signs to look out for:

- Pain, itching, bruising or bleeding in the genital or anal areas.
- Any sexually transmitted disease.
- Recurrent genital discharge or urinary infections without apparent cause.
- Stomach pains or discomfort when the child is walking or sitting.

Behavioural Signs to look out for:

- Sudden or unexplained changes in behaviour.
- An apparent fear of someone.
- Running away from home.
- Nightmares or bedwetting.
- Self-harm, self mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.
- Sexual drawing or language.
- Possession of unexplained amounts of money.
- The child taking a parental role at home or functioning beyond their age level.
- The child not being allowed to have friends (particularly in adolescence).
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about their abuse.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

Emotional abuse

Physical signs to look out for:

- A failure to grow or to thrive (particularly if the child thrives when away from home).
- Sudden speech disorders.
- Delayed development, either physical or emotional.

Behavioural signs to look out for:

- Compulsive nervous behaviour such as hair twisting or rocking.
- An unwillingness or inability to play.
- An excessive fear of making mistakes.
- Self-harm or mutilation.
- Reluctance to have parents contacted.
- An excessive deference towards others, especially adults.
- A lack of confidence.
- An excessive need for approval, attention and affection.
- An inability to cope with praise.

Significant harm

Some children may be in need because they are suffering or likely to suffer significant harm. The Children Act part V section 46 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.

Drug/Alcohol Abusing Parents

Not all parents who abuse drugs or alcohol mistreat or neglect their children. But sometimes they can be put at considerable risk. There is an increased risk of violence in families where parents abuse substances. Children can suffer from lack of boundaries and discipline and live chaotic lives. This can seriously affect their psychological and emotional development and may cause problems with their relationships later on in life. The children most vulnerable are those whose parents are violent, aggressive, neglectful or rejecting.

Domestic Violence

The effect of domestic violence is such that it should be considered as abuse. Either witnessing or being the subject of it is likely to adversely impact on a child and it should be treated as physical or emotional abuse as appropriate. Children in violent homes are more likely to be injured and abused, either directly or while trying to protect their parent. These serious effects can result in behavioural issues, absenteeism, ill health, bullying, anti-social behaviour, drug and alcohol misuse, self harm and psychosocial impacts. There may also be social isolation, loss of friends and insecurity if the mother changes her address often to escape her violent partner.

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

County Lines

As set out in the Serious Violence Strategy <https://www.gov.uk/government/publications/serious-violence-strategy> published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Female Genital Mutilation

Female genital mutilation (FGM) is also known as female circumcision or cutting. FGM refers to procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The procedure can have long-lasting physical and psychological effects such as chronic pain, sexual difficulties and complications in pregnancy and childbirth. It is therefore, very important that women and girls receive the right care within the NHS.

Some indications that a child / young woman has already been subjected to FGM may include:

- A girl / young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems.
- A long unexplained absence from school or holiday abroad could be an indication that a girl/ young woman has recently undergone an FGM procedure, when there are noticeable behavioural changes on her return (NB. This may also be due to a forced marriage)
- A girl / young woman requiring to be excused from physical exercise lessons without the support of her GP
- A girl / young woman may ask for help, either directly or indirectly
- A girl / young woman who is suffering emotional / psychological effects of undergoing FGM for example withdrawal or depression
- Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman / young woman.

Forced Marriage

A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people. In forced marriage, one or both spouses do not consent to marriage or consent is extracted under duress. Duress includes both physical and emotional pressure. Forced marriage is a human rights abuse and falls within Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage may be experiencing emotional and or physical abuse at home. The majority of cases of forced marriages encountered in the UK involve South Asian families. However, it is clear that forced marriage is not solely a South Asian problem and there have been cases involving families from East Asia, the Middle East, Europe and Africa. Forced marriage cannot be justified on religious grounds.

Young people forced to marry, are frequently withdrawn from education, restricting their educational and personal development. Educational professionals should be alert to potential warning signs and consider that forced marriage could be the reason but should be careful not to assume that forced marriage is an issue simply on the basis that a student presents with these problems. Some of these warning signs could be indicative of other forms of abuse or neglect.

Warning signs to look for:

- Anxious, depressed, emotionally withdrawn with low self esteem
- Mental health disorders
- Behaviours; self harm, self-cutting, anorexia
- Sudden decline in performance, aspirations, motivation
- Decline in punctuality and attendance
- Unable/reluctance to take part in enrichment activities
- Incomplete, rushed homework
- Tiredness, lethargy, difficulty in concentrating
- Family history of older siblings leaving education early
- Considerable absence authorised by parents during term time
- Limited career and progression choices

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

Local Safeguarding Children Boards (LSCBs) are responsible for ensuring that appropriate local procedures are in place to tackle child sexual exploitation.

Warning signs to look out for:

- Going missing for periods of time or reports of arriving home late
- Regularly missing school or education or not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Mood swings or changes in emotional wellbeing
- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour.

Child Criminal Exploitation (CCE)

As set out in the Serious Violence Strategy 2018 <https://www.gov.uk/government/publications/serious-violence-strategy> published by the Home Office; CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Checklist:**Impact on Students/Staff:**

Provides a safe learning/working environment for all students and staff

Impact on Diversity and Health and Safety:

- The basic requirement that children are kept safe is universal and cuts across cultural boundaries. Every child living in this country is entitled to be given the protection of the law regardless of his/her background (16.10 Victoria Climbié Inquiry)
- Fundamental to health, safety, mental health, wellbeing and a safe learning environment

Impact on Data Protection/Freedom of Information:

The UTC complies with the requirements of the Data Protection Act, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child

Communication/Consultation Plan:

- The policy, procedures and guidelines will be communicated to staff through professional development sessions and made accessible on the UTC VLE and the website
- Students and parents will be made aware of this policy through the Student and Parent Handbooks, tutorials, PSHE curriculum, Student Council and the UTC website

Process of review:

This policy will be reviewed annually or with legislative changes and guidance and approved by the Governing Board

Process of review of effectiveness:

The Governing Board is accountable for ensuring the UTC has effective policies and procedures in place and monitoring the UTC's compliance with them.

Legal authority (not exhaustive):

The Children's Act (2004) (as amended by the Children and Social Work Act 2017)

Section 175 the Education Act (2002)

The Children Act (1989)

The Education Act (2012)

Safeguarding Vulnerable Groups Act (2006)

Working Together to Safeguard Children (2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working Together to Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

The Police Act (1997)

The Police Act 1997 (Criminal Records) (No2) Regulations 2009, as amended

The Equality Act (2010)

The Education (Health Standards) (England) Regulations 2003

The School Staffing (England) Regulations 2009 as amended SI 2012/1740 and SI 2013/1940

The Protection of Freedoms Act 2012

Keeping Children Safe in Education (September 2020) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Serious Violence Strategy <https://www.gov.uk/government/publications/serious-violence-strategy>

Prevent Duty Guidance 2015 (updated April 2019)

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Responsibility for maintaining this policy rests with: Principal

Links to other policies:

Equality and Diversity

Health and Safety

Anti-bullying and Harassment Policy

Recruitment and Selection

Allegations Against Staff