



Buckinghamshire University Technical College

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

2021-22

Responsible Officer: Principal
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CONTENTS

Policy	
Aims	3
Purpose and statement of policy	3
Definition	4
Equality Statement	5
Roles and responsibility	5
Key contact details	9
Confidentiality/information sharing	10
Figure 1: Procedure of Concern	12
Recognising abuse and taking action	14
Online Safety and the use of mobile technology	18
Notifying parents or carers	19
Pupils with Special Educational needs, disabilities or health issues	20
Pupils with a Social Worker	20
Looked after and previously looked after children	20
Complaints and concerns about safeguarding policies	21
Record keeping	21
Training	22
Monitoring arrangements	23
Links with other policies	23
Purpose and Procedures	
Suspicion of Abuse/Neglect	24
Disclosure of Abuse	25
Domestic Abuse	25
Referrals on Child Abuse/Neglect	25
Honour based violence	26
Female Genital Mutilation (FGM)	26
Forced Marriage	28
Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)	28
Peer on Peer Abuse (child on child)	29
Sexual Violence and Sexual Harassment between children	30
Serious Violence	31
Homelessness	32
Radicalisation	32
Online learning	33
Mental health	34
Private Fostering	34
Use of reasonable force	35
Missing Pupils from Education	36
Work Placements	36
Appendix 1: Categories of harm and abuse	38
Appendix 2: Safer recruitment and DBS Checks: Policy & Procedures	43
Appendix 3: Allegations of Abuse against Staff	47
Checklist:	54

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 \(KCSIE\) 2021](#).

1.Aims

The UTC aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Purpose

This policy and procedures deal with the protection of all children and young people at Bucks UTC and is based on the Department for Education's statutory guidance [KCSIE 2021](#) and Working [Together to Safeguard Children 2018](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed by our 3 local safeguarding partners within Buckinghamshire: the local authority (LA), Thames Valley Police and the Buckinghamshire Clinical Commissioning Group.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 Amendment](#)), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from radicalization and extremism.

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>

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.

This policy also complies with our funding agreement and articles of association.

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 2021:
 - 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.

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.

3. 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
- Taking action to enable all children and young people to have the best outcomes

Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams

Children includes everyone under the age of 18.

The **3 safeguarding partners** are identified in Keeping Children Safe in Education 2021 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

4. Equality Statement

The Department for Education's (DfE's) definition of 'vulnerable children'. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognizing or disclosing it. We are committed to anti-discriminatory practice and recognize children's diverse circumstances. We ensure that all children/young adults have the same protection, regardless of any barriers they may face.

Special consideration includes those who:

- › Have special educational needs (SEN) or disabilities or health conditions
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations- for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after
- › Are missing from education
- › Whose parent/carer has expressed an intention to remove them school to be home educated
 - › Who have a Social Worker and are on a child protection plan or assessed as being in need

5. Roles & Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the UTC and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All Staff at the UTC will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe and review this guidance at least annually.

All staff will be aware of:

- › Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education.
- › The early help process and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment.
- › The process for making referrals to local authority children's social and for statutory assessments that may follow a referral, including the role they may be expected to play.
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

The role of the Governing Board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation
- Appoint a senior board level link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate
- All governors will read Keeping Children Safe in Education in its entirety.

The responsibility of governing body as outlined in the statutory guidance 'Keeping Children Safe in Education' September 2021, page 18.

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>

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 Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

The role of the Designated Safeguarding Lead

The DSL is a member of the senior leadership team. Our DSL is Sonia Hothi, Assistant Principal and SENCO. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputy Sarah Valentine, Principal – will act as cover.

If the DSL and deputy are not available, Sarah Wood, Assistant Principal will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

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 2021 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

DSL 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

6. Key Contact Details

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 tcoole@buckinghamshireutc.co.uk	Chair of Governors: Professor Nick Braisby nbraisby@buckinghamshireutc.co.uk	

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)
Buckinghamshire Safeguarding Children Board for procedures, policies and practice guidelines	(click on web link)
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

7. Confidentiality & Information Sharing

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. Bucks UTC's approach to confidentiality and data protection with respect to safeguarding is taken seriously at all times.

We ensure that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

Seven key points on information sharing

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

- Remember the GDPR Data protection Act ND Human Rights law regarding information sharing and is appropriate
- Explain openly and honestly at the outset what information will or could be shared, and why, and seek advice from other practitioners or from governance level – except where doing so puts the child or others at risk of significant harm
- The child's safety and wellbeing 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

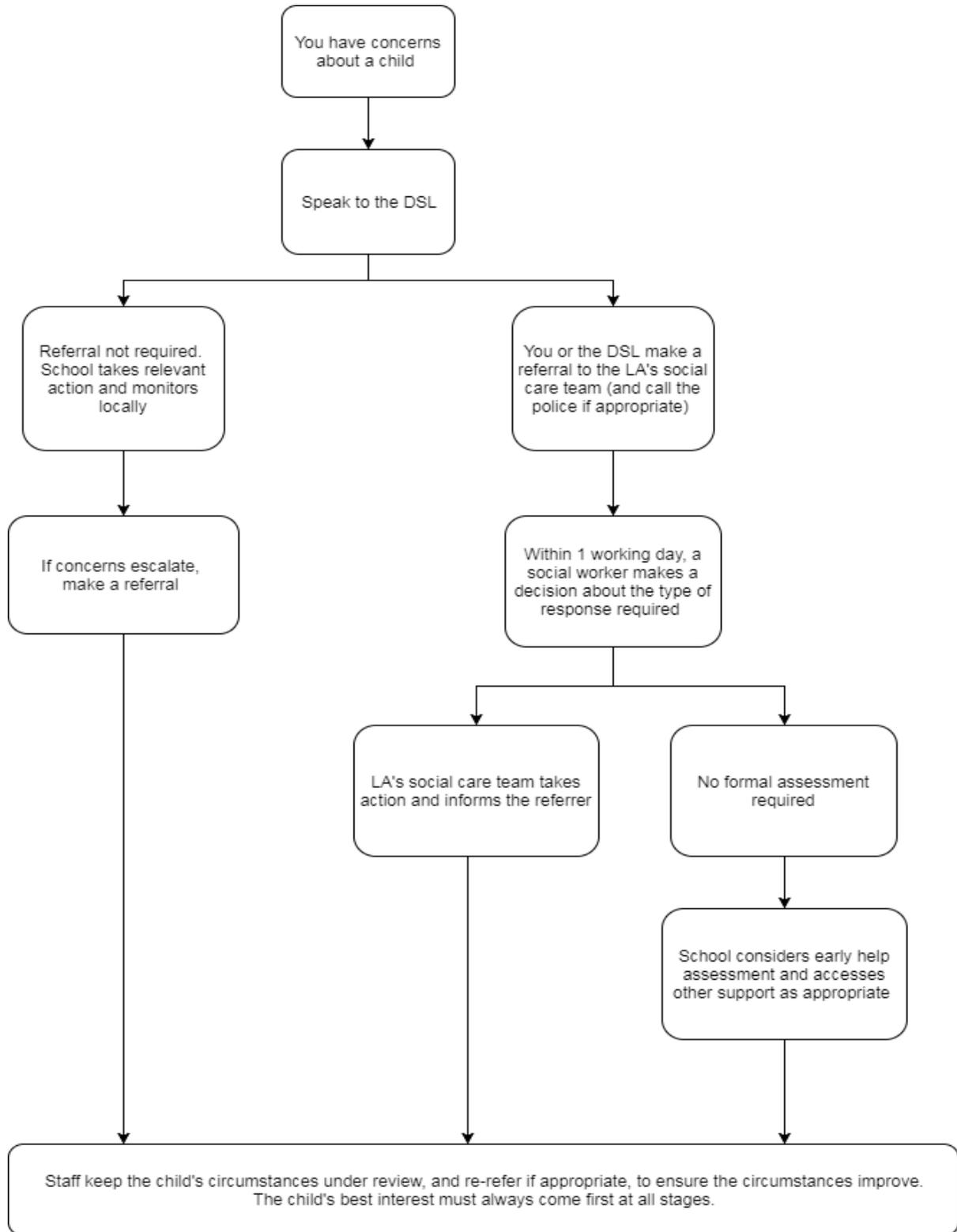
Principles of information sharing

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?

8. Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action.)



9. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer harm, or in immediate danger

- Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**
- Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.
- There is also the following link to the GOV.UK webpage for reporting child abuse to our local council:
<https://www.gov.uk/report-child-abuse-to-local-council>

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth
- Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

- The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 (page 15) , illustrates the procedure to follow if you have any concerns about a child's welfare.

- Where possible, speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.
- Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If you have concerns about extremism

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call **999** or the confidential anti-terrorist hotline on **0800 789 321** if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have a mental health concern

- 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.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by speaking to the DSL OR Deputies
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.
- Refer to the Department for Education guidance on [mental health and behaviour in schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) for more information. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where we believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy 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 pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See Procedures for more information about peer-on-peer abuse.

Procedures for dealing with allegations of peer-on-peer abuse

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

- You must record the allegation and tell the DSL, 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 children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment at the UTC and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in the section below)
- Ensure staff reassure victims that they are being taken seriously
 - Ensure staff are trained to understand:
 - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
 - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

Sharing of nudes and semi-nudes (‘sexting’)

Responsibilities when responding to an incident

If we are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
 - The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
 - What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - The imagery involves sexual acts and any pupil in the images or videos is under 13
 - The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
 - If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialing 101 and/or a police community support officer.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
 - Specific requests or pressure to provide (or forward) such images
 - The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

We will make this clear that:

- Pupils should report concerns to any staff member or DSL's
- Pupils are made aware of the reporting systems and processes through discussions in their tutorial sessions and PSHE/RSE curriculum
- Reassurances provided following disclosures

10. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, the UTC aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

Educate **pupils** about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

Train **staff**, as part of their induction, on safe internet use and online safeguarding issues including:

- cyber-bullying and the risks of online radicalisation
- All staff members will receive refresher training at least once each academic year

Educate **parents/carers** about online safety via our website, communications sent directly to them and during parents' evenings.

- We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website

11. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

12. 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.

13. Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

14. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, **Sarah Wood**, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Missing pupils

The UTC Procedures regarding missing pupils is designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact parents/carers
- Contact Child missing in Education Team
- Please see page 36 with reference to our detailed process.

15. Complaints and concerns about school safeguarding policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (appendix 3).

Other complaints

The Principal and/or DSL's at the UTC handles safeguarding-related complaints of other types here – for example, those related to pupils or premises as set out in this policy.

Whistle-blowing

The UTC has a separate whistle-blowing policy that covers concerns regarding the way the UTC safeguards pupils – including poor or unsafe practice, or potential failures. This can be found on the UTC website an staff code of conduct policy.

16. Record-keeping

The UTC will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding record-keeping arrangements

- Records are held as paper-based and electronically
- All records are held in a locked filing cabinet within the SENCO office
- All records are held securely in a locked office and is accessed by only the DSL

➤ How long will you retain the information?

➤ All information is held as confidential and only shared with the appropriate agencies in line with your local safeguarding procedures.

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.

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks. Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

17. All staff Training

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

The DSL and Deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

17. Monitoring arrangements

This policy will be reviewed **annually** by DSL's and The Senior Leadership Team and at every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- SEND Policy
- Personal, social, health & economic (PSHE) & Relationships & Sex Education Policy
- Risk Management
- IT Acceptable Use Policy
- Equality & Diversity

SAFEGUARDING CHILDREN AND YOUNG PEOPLE PROCEDURES

Purpose and Procedures:

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

18. 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 29 *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.

19. 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

20. Domestic abuse

- Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
- Older children may also experience domestic abuse and/or violence in their own personal relationships.
- Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.
- If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.
- This is the procedure where police forces are part of [Operation Encompass](#)
- The DSL will provide support according to the child's needs and update records about their circumstances.

21. 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/carers (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

22. So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL immediately, who will activate local safeguarding procedures.

23. Female Genital Mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

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

24. Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk. The DSL will follow the actions recommended by the FMU, which may include contacting the police and Buckinghamshire County Council First Response Team.
- Refer the pupil to an education welfare officer, Mental Health First Aider, or counsellor, as appropriate

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

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant
- If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

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

26. 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:

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)

- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

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

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.

27. Sexual Violence and Sexual Harassment between children in schools

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

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

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

- If a victim reports an incident, it is essential that staff make sure they 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.
- 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:

- Challenging inappropriate behaviours
- 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
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

➤ 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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

➤ Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

Any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out as above.

28. Serious Violence

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.

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation)
- Risk factors which increase the likelihood of involvement in serious violence include:
 - Being male
 - Having been frequently absent or permanently excluded from school
 - Having experienced child maltreatment
 - Having been involved in offending, such as theft or robbery
- Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

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

29. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare.

The DSL and Deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children’s social care.

30. Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system
- The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The UTC have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

30. 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.

31. 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.

32. 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)

33. 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>

Guidance states 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

34. Missing pupils from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. If a child goes missing, we will:

We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

- Contact parents/carers if deemed safe to do so
- Contact the Buckinghamshire Child missing in Education Team

35. 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

Appendix 1: Types of Abuse

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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.

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 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.

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 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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

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.

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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

1. Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
2. Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
3. 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
4. Seeing or hearing the ill-treatment of another
5. Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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 women 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.

Appendix 2: Safer recruitment Practice and DBS checks – policy and procedures

Safer Recruitment and selection process

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education.

The UTC adopts a culture of safe recruitment and to make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

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
- 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

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Bucks UTC's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- Once we have shortlisted candidates, we will ask shortlisted candidates to:
 - Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales

- Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

Seeking references and checking employment history

The UTC will obtain references before interview where possible. Any concerns raised will be explored further with referees and/or taken up with the candidate at interview.

When seeking references we will:

- › Not accept open references
- › Liaise directly with referees and verify any information contained within references with the referees
- › Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- › Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- › Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- › Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- › Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- › Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- › Explore any potential areas of concern to determine the candidate's suitability to work with children
- › Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- › Verify their identity
- › Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- › Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- › Verify their mental and physical fitness to carry out their work responsibilities
- › Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- › Verify their professional qualifications, as appropriate
- › Ensure they are not subject to a prohibition order if they are employed to be a teacher

➤ Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

- For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
- For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

Bucks UTC will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.

- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

Bucks UTC will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

- All governors will have an enhanced DBS check without barred list information.
- They will have an enhanced DBS check with barred list information if working in regulated activity.
- All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).
- The chair of the board will have their DBS check countersigned by the secretary of state.
- All proprietors, trustees, local governors and members will also have the following checks:
 - A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). Identity Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Checking the identity and suitability of visitors

- All visitors will be required to verify their identity to the satisfaction of staff.
- If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
- Visitors are expected to sign the visitors' book and wear a visitor's badge.
- Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:
 - Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
 - The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out

appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Staff working in alternative provision settings

If the UTC place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the UTC makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the UTC is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3: Allegations of Abuse made against Staff

Section 1: allegations that may meet the harms threshold

Section 1:

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school
- We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors. Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

- Based on an assessment of risk, we will consider alternatives such as:
- Redeployment within the school so that the individual does not have direct contact with the child or children concerned

- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for
- If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what

information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Support is available with regards to advice from:
 - Trade union representative
 - Colleague
 - Medical advice
 - Welfare counselling
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
 - If the UTC is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
 - Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

Bucks UTC will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days
- However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

- If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
- If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

- If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.
- The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The UTC will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

- Abuse can be reported, no matter how long ago it happened.
- We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

- Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks
- We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses
- The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's [See staff code of conduct].

Keeping Children Safe in Education also links to this report for more information [*Developing and implementing a low-level concerns policy: A guide for organisations which work with children*](#)

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

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