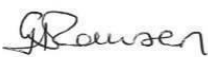


**Doncaster UTC: Safeguarding and Child Protection Policy**  
**Effective Date:** September 2020  
**Review Date:** September 2021



<b>Status</b>	<b>Statutory</b>
<b>Responsible Committee</b>	<b>Local Governing Body</b>
<b>Author</b>	<b>Principal</b>
<b>Target Audience</b>	<b>All Stakeholders</b>
<b>Date Policy Agreed</b>	<b>May 2020</b>
<b>Review Date</b>	<b>September 2021</b>
<b>Principal Signature</b>	
<b>Chair of Governors Signature</b>	

## **NAMED PERSONS WITH RESPONSIBILITY FOR CHILD PROTECTION:**

**Designated Safeguarding Lead: Lindsey Glasby Senior Vice Principal**

**Deputy Designated Safeguarding Lead: Darren Archer Vice Principal / Natalie Wilson Assistant Principal.**

**Governor Safeguarding Lead: Sian Booth**

**Local Authority Designated Officer (LADO):**

### **1. INTRODUCTION**

This policy is in response to:

- 1) Children Act 1989 and 2004
- 2) Sections 157 and 175 of the Education Act 2002, implemented June 2004
- 3) 'Keeping Children Safe in Education' September 2020
- 4) Working together to Safeguard Children 2018
- 5) Governance Handbook 2019

It is in line with the relevant Safeguarding Partnership's Child Protection Procedures and DfE guidance.

**This policy applies to all adults, including supply staff, students, governors and volunteers, working in or on behalf of the UTC or the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe in education by contributing to:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Providing a safe environment for children and young people to learn;
- Identifying children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

- Safeguarding and promoting the welfare of children is everyone's responsibility. All adults who come into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child focused. This means the best interest of the child should be at the heart of what Doncaster UTC does.

## **2. DONCASTER UTC's PROMISE**

Doncaster UTC is committed to safeguarding and promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in difficult circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We acknowledge from research that some children who have experienced abuse may harm others. We will always take a measured approach to ensure that we can support all students.

## **3. PROVIDING A SAFE AND HELPFUL ENVIRONMENT**

### **3.1 Safer Recruitment and Selection**

Doncaster UTC fully acknowledges the DfE guidance 'Keeping Children Safe in Education' 2020. Doncaster UTC will ensure that all appropriate measures are applied in relation to everyone who works in the UTC who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice has been fully encompassed in the BFLPT Recruitment Policy and its procedures. Safer recruitment practice includes examining applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and Disclosure and Barring Service (DBS) and other checks.

Recruitment practices in place are:

- An Enhanced DBS with Barred list check is obtained for all new appointments to the Trust workforce (all Governors are also required to undertake an Enhanced DBS check which includes S128 check);
- Disclosure by Association checks undertaken for staff who are employed in relevant positions;
- Teacher Services checks are undertaken for all relevant staff, including QTS verification;

- ID and right to work in the UK is verified prior to appointment;
- Two references are taken for all appointments;
- An Enhanced DBS is obtained for volunteers and employer partners following a risk assessment considering the frequency, regularity, duration and nature of contact with children and young people;
- Doncaster UTC ensures that any contracted staff are DBS checked where appropriate;
- Maintaining a Single Central Record detailing the range of checks carried out on their staff, volunteers, governors and regular visitors;
- All new appointments to the Trust workforce are subject to identity, criminal conviction disclosure, health and rights to work in the UK checks prior to interview;
- The Trust satisfies itself that the same level of stringent checks has been undertaken on any supply staff.

The Principal, Senior Leadership Team and the named safeguarding governor have successfully undertaken the approved Safer Recruitment Training. At least one member of every interview or appointment panel has successfully completed this training.

Further details of the checks undertaken are outlined in the Trust's Recruitment and Selection Procedure and Contractor Policy.

### **3.2 Safe Practice**

Doncaster UTC will have undertaken Child Safeguarding training for all staff and updates this training yearly to ensure that staff are safe and aware of behaviours which should be avoided. In addition, the BFLPT Staff Code of Conduct outlines acceptable and unacceptable behaviour towards children and young people. A summary of this is also provided in the Staff Safeguarding Induction Pack prior to taking up employment.

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions; working in an open and transparent way;
- Discuss and/or take advice from the UTCs Principal / Senior Leadership Team over any incident which may give rise to concern;
- Record any incidents or decisions made in relation to a child or young person;
- Apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

- All staff should be aware that safeguarding incidents and/ or behaviours can be associated with factors outside the UTC and or can occur between children outside of these environments.
- All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Children can vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.

### **3.3 Sharing Safeguarding Information with Students**

Doncaster UTC is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students will be regularly updated with regards to identifying the senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of the UTC, their right to be listened to and heard and what steps can be taken to protect them from harm. This not links to the compulsory teaching of RSHE from September 2020.

Information is made available to students, including NSPCC and Childline.

Doncaster UTCs provision for listening to students include; tutor groups; peer support and mentoring schemes; teaching and associate staff and Student Voice. We make students aware of these arrangements via tutor groups, assemblies, information screens, letters and during lessons etc.

### **3.4 Partnership with Parents**

We are committed to working positively, open and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to protect a child. Each UTC will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm.

The UTC will endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when an UTC will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Safeguarding Partnership's Child Protection Procedures). The UTC will, of course, always aim to maintain a positive relationship with all parents/carers. Doncaster UTC's Safeguarding Policy is available to all parents/carers upon request.

### 3.5 Partnerships with Others

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

Doncaster UTC recognises that it is essential to establish positive and effective working relationships with other agencies. These include the Local Authority, Social Care, Barnardo's, Police, Health, Childline, NSPCC etc.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

### **3.6 School Training and Staff Induction**

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection undertake safeguarding training every 2 years alongside annual refresher training. The UTC Principal and all other staff, including associate staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is updated yearly.

All staff (including temporary staff and volunteers) are provided with a written child Safeguarding Induction prior to taking up appointment and are provided with a copy of this and other relevant policies during Induction.

Doncaster UTC aims to provide training on a termly basis via Learning and Performance time on specific and relevant Child Safeguarding issues e.g. e-Safety, Safe Practice, Record Keeping. Staff will also receive regular updates via email, staff meetings as required.

All staff will be made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. The Trust's Policy on peer to peer abuse is at Appendix K.

### **3.7 Support, Advice and Guidance for Staff**

Staff will be supported by the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection, who will provide guidance and training where appropriate.

Advice and support is always available from the Local Authority's Social Work Team and further advice is available from the Police.

### **3.8 On-line Safety**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Trust has website filtering and monitoring software on all computers and devices available in its academies.

As part of a broad and balanced curriculum, the Trust offers a curriculum which covers the need for safeguarding, including online. The curriculum offers Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils. This is covered through PSHCE, tutor time and the assembly programme. *(Please refer to the Doncaster UTC E-Safety Policy and RSE Policy)*

### **3.9 Related Doncaster UTC and Trust Policies**

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse etc. There may also be other safeguarding issues that are specific to the local area of population.

Other related Policies and Protocols that should be referred to include:

Health and Safety Policy  
Anti-Bullying Policy  
E-Safety Policy  
Recruitment Procedure  
Staff Code of Conduct  
Whistleblowing Procedure  
Educational Visits Policy  
Equal Opportunities Policy  
Work Placement/Experience Policy  
SEND Policy

### **3.10 Student Information**

In order to keep children safe and provide appropriate care for them Doncaster UTC requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child;
- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Whether the child is Looked After;
- Emergency contact details;
- Details of any persons authorised to collect the child from the UTC;
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Interim or Full Care Order, Injunctions etc);
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register);
- Name and contact details of any key persons from other agencies, including GP;



- Any other factors which may impact on the safety and welfare of the child.

### **3.11 Roles and Responsibilities**

#### **The governing board**

- The governing board will approve this policy at each review and hold the head teacher to account for its implementation.
- The governing board will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. The DSL cannot also be the lead governor with responsibility for child protection.
- In the event that an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'.
- The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE.

**The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. All governing bodies should read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

#### **The Principal will ensure that:**

- Child Safeguarding policy and procedures are in place that are in accordance with the Safeguarding Partnership guidance and locally agreed interagency procedures, and the policy is available to parents/carers upon request;
- That the trusts recruitment and selection policy is fully implemented, which include safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- A senior member of the UTC's Leadership Team is designated to take lead responsibility for Child Protection (and a deputy);
- Staff undertake appropriate child protection training, including at least annual updates via Learning and Performance;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- Where services or activities are provided on the UTCs premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the UTC on these matters where appropriate;

- Ensure the Safeguarding Policy is updated and reviewed annually and work with the Local Governing Body regarding this;
- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the data protection act 2018 and the GDPR. This should include confidence in processing conditions and the implications of safeguarding of children and individuals at risk. This includes not handing over pupil personal data to a person that does not satisfy the harm test.
- Appropriate online filtering and monitoring is in place and is kept up to date, whilst not preventing access to online learning opportunities;
- The policies and procedures are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated Safeguarding lead and other staff to discharge their responsibilities;
- appropriate levels of qualified staff are maintained within the UTC to ensure adequate levels of safeguarding practitioners at all times; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the BFLPT Whistleblowing Policy.

## **Each Designated Safeguarding Lead (DSL) will:**

- liaise with the three safeguarding partners and work with other agencies in line with Working together to safeguard children. The DSL should refer to the (National Police Chiefs' Guidance) NPCC guidance for further information about when to call the police.

## **Referrals**

- Refer cases of suspected or alleged abuse to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the UTC
- Liaise with the UTC Principal to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- Refer cases to Channel programme where there is radicalisation concern as required
- Act as a point of contact with the 3 Safeguarding partners

## **Training**

- The DSL and deputies should undergo Safeguarding training every 2 years and undertake Prevent Awareness Training
- Knowledge and skills to be refreshed through meeting with other DSLs and e bulletins
- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how the child protection cases operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand Doncaster UTCs Safeguarding and Child Protection Policy;
- Ensure that all staff have induction training;
- Circulate relevant information and guidance to staff on a regular basis;
- Keep detailed and accurate secure written records and/or concerns;
- 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 the UTC.
- 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 at least every two years.

## **Raising Awareness**

- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced, with teachers and leadership team
- Encourage a culture of listening to children among all staff
- Ensure parents/carers are made aware of the Child Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the UTC in this to avoid conflict later;
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- Where a child leaves an UTC, ensure the Child Safeguarding file is copied for the new establishment ASAP and is transferred to the new school separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied, and the copy forwarded to the Principal Education Welfare Officer at the Local Authority.

## **All staff and volunteers will:**

- Read KCSIE 2020 Part 1 and Annexe A and be able to demonstrate they understand it and also review it annually.
- Be made aware of the local early help process and understand their role in it.
- Understand the indicators that may suggest a young person is suffering or is at risk of suffering abuse, neglect or harm and they take appropriate and necessary action in accordance with Doncaster UTC and Trust policies and procedures and statutory guidance.
- Attend appropriate training;
- Know what to do if a child tells them they are being abused or neglected

- Inform the Designated Safeguarding Lead of any concerns;
- Understand the process for making referrals to children's social care and for statutory assessment under the Children Act;
- Record any potential safeguarding incidents appropriately.

#### **4. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in each UTC are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Trust staff being alerted to concerns.

##### **Safeguarding children is defined as:**

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

##### **Safeguarding and promoting the welfare of children is defined as:**

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes Working Together to Safeguard Children 2018 (page 6).

##### **Child Protection is defined as:**

- Part of safeguarding process.
- It focuses on protecting a child who has been identified as suffering or is likely to suffer significant harm.
- Serious risk of harm may arise from a single event or a series of concerns over time.

**Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:**

- Pupils' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.

- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Mental Health of students and staff

**Safeguarding can involve a range of potential issues such as:**

- peer on peer abuse
- serious violence
- bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying;
- racist homophobic or transphobic abuse;
- sexual harassment, such as casual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse;
- sexting;
- Upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm).
- Particular issues affecting children including domestic violence, female genital mutilations, honour based abuse, breast ironing and forced marriage.

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. Doncaster UTC recognises the important role we have in supporting the mental health and wellbeing of our students

## 4.1 Definitions

As in the Children Act of 1989 and 2004, a child is defined as anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **development** means physical, intellectual, emotional, social or behavioural development; **health** includes physical and mental health; **ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. **Domestic abuse** is an incident/s of controlling, coercive, threatening, degrading and violent behaviour including sexual violence by a partner or ex-partner but also by a family member or carer. **Operation encompass** provides an efficient / confidential channel of communication between police forces and key adults within schools.

**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.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Women can commit acts of sexual abuse as can other children. The sexual abuse of children by other children is a specific safeguarding issue in Education ( see 5.11/5.12)

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's

developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate car givers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Whilst the above are the legal definitions, staff must also be aware of other forms of harm including forced marriage, radicalisation, honour based abuse and female genital mutilation.

**Early Help** means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;



- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

A **Child in Need** is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989.

## **5. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT THE UTC AND AT HOME**

It is not the responsibility of Trust staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents/carers.

### **5.1 Staff will immediately report to the Designated Safeguarding Lead**

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse of neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

- Staff should be aware that children with SEND may face additional safeguarding challenges and should ensure that any potential barriers to them reporting concerns are removed.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the designated safeguarding lead, who will inform the Police;
- Again, this para not appro under the top heading. Any children who they believe may benefit from early help, this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- Any concerns that a child is at risk of, or involved in, serious violent crime.

Concerns will be recorded on CPOMS. If the system is unavailable for any reason, Appendix A should be used.

## **5.2 Responding to Disclosure**

Disclosures or information may be received from students, parents/carers or other members of the public. The UTC recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

### **Staff will:**

- Stay calm
- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of the UTC's staff.

- Try to keep questions to a minimum and of an 'open' nature e.g. 'can you tell me what happened?' rather than 'did X hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that they have a responsibility to refer the information to the designated safeguarding lead.
- Reassure and support the child as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.
- Record everything that has been said in the students' own words

### **5.3 Action by the Designated Safeguarding Lead (or other senior person in their absence)**

Following any information raising concern, the designated safeguarding lead will consider:

- Any urgent medical needs of the child.
- Making an enquiry to the Central Database (formerly the Child Protection Register)
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Police, Children's Social Care etc. (see NPCC guidance on when to call the police)
- The child's wishes.
- Any suspicion of female genital mutilation of a girl under 18 years of age will be reported to the Police and Children's Social Care.
- 

Then decide:

- Wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any Police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care or the Police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate and then ensure the case is kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving or is getting worse.
- If it would be appropriate to undertake an Early help assessment and/or make a referral for other services.

Referrals should ideally be made by a designated safeguarding lead, however in their absence, anyone can make a referral, and their absence must not delay the appropriate action being taken. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be accompanied by a standard Referral Form (appendix C).

#### **5.4 Action following a child protection referral**

The designated safeguarding lead or other appropriate member of staff will:

- Make regular contact with Children's Social Services
- Contribute to the Strategy Discussion and Initial Assessment
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Share all reports with parents prior to the meetings
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a child Protection Conference, discuss this with the Education Safeguarding Manager
- Where a child is having a Child Protection Plan moves from an UTC or goes missing, immediately inform the key worker in Social Services

## 5.5 Recording and Monitoring

### The UTC will record:

- Information about the child: name, address, D.O.B, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the UTC, any court orders, if a child has been subject to a Child Protection Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes)
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/reviewing

### All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size, colour of any injuries (photographs if appropriate)
- Words child uses (not translated into 'proper' words)
- Non-verbal behaviours

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the UTC Principal and designated safeguarding lead. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the designated safeguarding lead with Responsibility for Child Protection'.

If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied, and the copy sent to the Principal Education Welfare Officer.

The UTC will retain all original copies of child protection files until the child's 25<sup>th</sup> birthday.

### The UTC will monitor:

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language

- Behaviour
- Demeanour and appearance
- Statements and comments
- Medicals
- Stories, 'news', drawings
- Response to PE/sport
- Family circumstances
- Parental behaviours/care of child

## 5.6 Supporting the Child and Partnership with Parents/Carers

- The Trust recognises that the child's welfare is paramount, however, good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide secure, caring, supportive and protective relationships for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The designated safeguarding lead will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.

## 5.7 Allegations regarding Person(s) working in or on behalf of the Trust (including supply teachers and volunteers)

Where an allegation is made against any person working in or on behalf of the Trust, that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; **or**
- Has behaved towards a child or children in a way that indicated s/he is unsuitable to work with children.
- *Behaved or may have behaved in a way that indicates they may not be suitable to work with children. E.g. a member of staff involved in domestic violence at home. E.g. A member of staff involved in an incident outside*

of school which did not involve children but could have an impact to their suitability to work with children

Detailed records will be made to include decisions, action taken and the reasons for these. All records will be retained securely as mentioned above.

Whilst we acknowledge that such allegations (as all others) may be false, malicious or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. Doncaster UTC will take the lead with regards to allegations about supply staff and liaise directly with the LADO.

### **Initial Action**

- The person who has received the allegation or witnesses an event will immediately inform the principal and make a record
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The Principal may need to clarify any information regarding the allegation, however, no person will be interviewed at this stage
- The Principal will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by the UTC or if there needs to be a referral to Social services and/or Police for investigation
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The Principal will inform the Chief Executive Officer (CEO) of any allegation.
- Where there is an allegation regarding the Principal, the matter should be referred immediately to the chair of governors/CEO

Where a staff member feels unable to raise an issue with their Principal, designated safeguarding lead or other senior colleague, or feels that their genuine concerns are not being addressed, they should refer to the BFLPT Whistleblowing Procedure.

Required further investigations, including suspensions, and any relevant referrals will be managed within the BFLPT Complaints Policy.

### **5.8.1 Looked After Children and Previously Looked After Children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The UTC will ensure that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for Looked After Children and Designated Safeguarding leads have details of the child's social worker, as well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan).

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children> <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

### **5.9 Work Experience**

The UTC has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education. These are detailed within the UTCs Work Experience Policy.

### **5.10 Children staying with Host Families**

The UTC may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the UTC follows the guidance in Keeping Children Safe in Education to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

### **5.11 Peer on Peer Abuse**

This is most likely to include, but may not be limited to:

- o bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying;
- o physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- o racist homophobic or transphobic abuse;
- o sexual violence, such as rape, assault by penetration and sexual assault;



- o sexual harassment, such as casual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse;
- o sexting;
- o initiation / hazing type violence and rituals;
- o upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm).

Issues which may be specific to a local area or population, for example gang activity and serious youth violence. Staff will need to recognise possible signs of a child being at risk of or involved in youth violence, such as lack of guilt and empathy, physical violence/aggression, positive attitude towards delinquency, previous criminal activity, unexplained money or new expensive possessions, unexplained physical injuries and regular truancy. This is covered by the Voyeurism (Offences) Act also identifying that any gender is a victim.

Sexting/bullying/sexual assaults/physical assault/hazing or initiating child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, behaviour, not dismissed as 'banter' or 'part of growing up'. These issues will be part of PSHE lessons and discussions. Victims will be supported through the UTC's pastoral system.

## **5.12 Child on Child Sexual Violence and Harassment**

We will;

- never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the UTC, such as everyday sexist stereotypes and everyday sexist language. This is why a whole UTC approach is important;
- Deal with any reports or disclosures in line with this policy and refer to the DSL (or Deputy).

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND 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;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and communication barriers and difficulties overcoming these barriers.
- reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO

Children who are lesbian, gay, bi, or trans or questioning (LGBTQ) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges>

### **5.13 Physical Intervention and Use of Reasonable Force**

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance and the trust's Positive Handling Policy. Reasonable adjustment will be taken into account when restraint is used on SEND students. With SEND students we will ensure that positive handling strategies are visible in their Individual Educational Plans (IEPs). Staff will identify key triggers and ensure that de-escalation and positive strategies are explicit in provision maps.

Acceptable forms of intervention to avoid physical handling include:

- leading and guiding a pupil by the hand or arm or shepherding them with a hand in the centre of their back.
- holding a pupil who has lost control until they are calm and safe
- physically moving between and separating pupils
- blocking a pupil's path;
- where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' -for example to prevent a pupil running into a busy road or hitting or hurting someone;
- using more restrictive holds in extreme circumstances

#### **5.14 Alternative Provision**

We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff. We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed.

#### **5.15 Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.) The UTC will work within the guidance from the Safeguarding Partnership.

#### **5.16 Enhanced remote learning (e.g. COVID19)**

As our online use increases at home the risks of children and young people increase at home too. Doncaster UTC acknowledges that safeguarding principles remain the same:

the best interest of children continues to come first

- If anyone in school has a safeguarding concern about any child, they should continue to act immediately
- A DSL or deputy should be available
- It is essential that unsuitable people are not allowed to enter the children's workforce and or gain access to children
- Children should continue to be protected when online.

The UTC Risk Assessment for COVID will take into account online dangers and risk mitigations will be identified to keep children safe whilst online.

Appendix A

**SAFEGUARDING INCIDENT RECORDING SHEET**

(Once completed pass to Designated Safeguarding Lead with responsibility for Child Protection or the Principal)

Full name of Young Person	
Date of Birth and Address	
Year & VMG Group	
Date of Incident (day/month/year)	
Time of Incident (24 hour clock)	
Location	
Observed by (full name and position)	
Detailed Observation	
Concerns	
Have you spoken to the young person?	
What was said? (Please record in the young person's own words)	
Have you spoken to the parents/carers?	
What was said? (include full name of parent/carer spoken to)	
Referred to	

Your Name	
Your Position	
Signed	
Date and Time of Record	

Appendix B

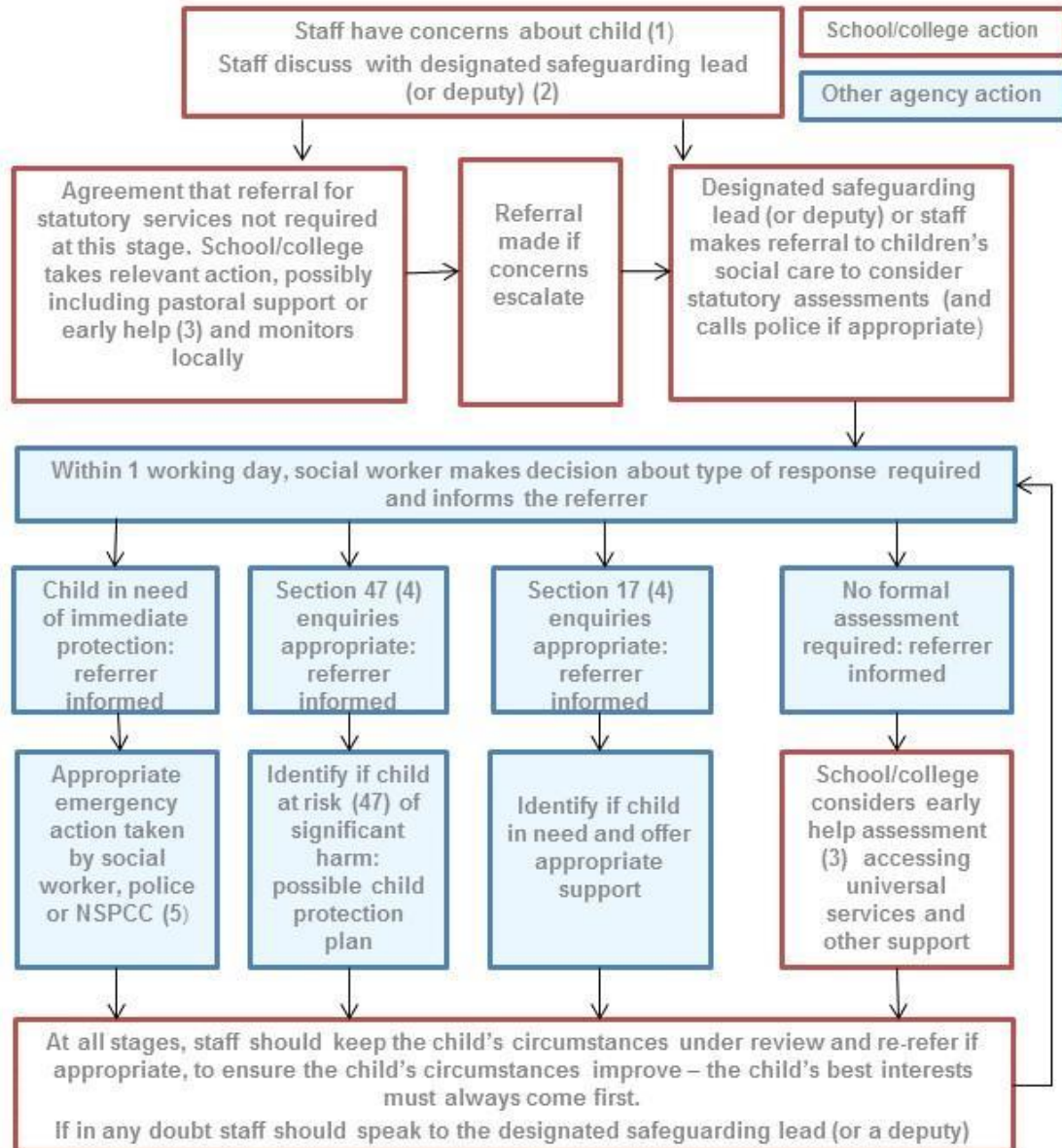
## NOTIFICATION OF SUSPECTED/ADMITTED/KNOWN ABUSE OF CHILD(REN) TO SOCIAL SERVICES

This form should be completed by the **designated safeguarding lead with responsibility for child protection** on the basis of information readily available and should not be delayed on the basis of incomplete information.

<b>Information about the Child</b>	
Child(ren)'s surname	
Child(ren)'s forename(s)	
Child(ren)'s date of birth	
Other name(s) by which the child(ren) may be known	
Present location	
Home address of child	
<b>Information about Parent/Guardian</b>	
Parent/Guardian's surname	
Parent/Guardian's forenames	
Address	
Tel No	

Does this person have parental responsibility	
If not, insert the names and addresses of those with parental responsibility	
Surname/forenames, date of birth or age of any siblings/co-resident children	
<b>GP Information</b>	
GP's name	
Address	
Tel No	
Professional agencies known to be involved with the family: (contact name, address and tel no)	
<b>Reason for Referral</b>	
Reason for referral:	
<b>Action already taken</b>	
Referred in writing/by telephone to:	
On what date:	
Parents advised of referral?	
Child/young person advised of referral?	
Name of Designated Person	
Signature	
Date	

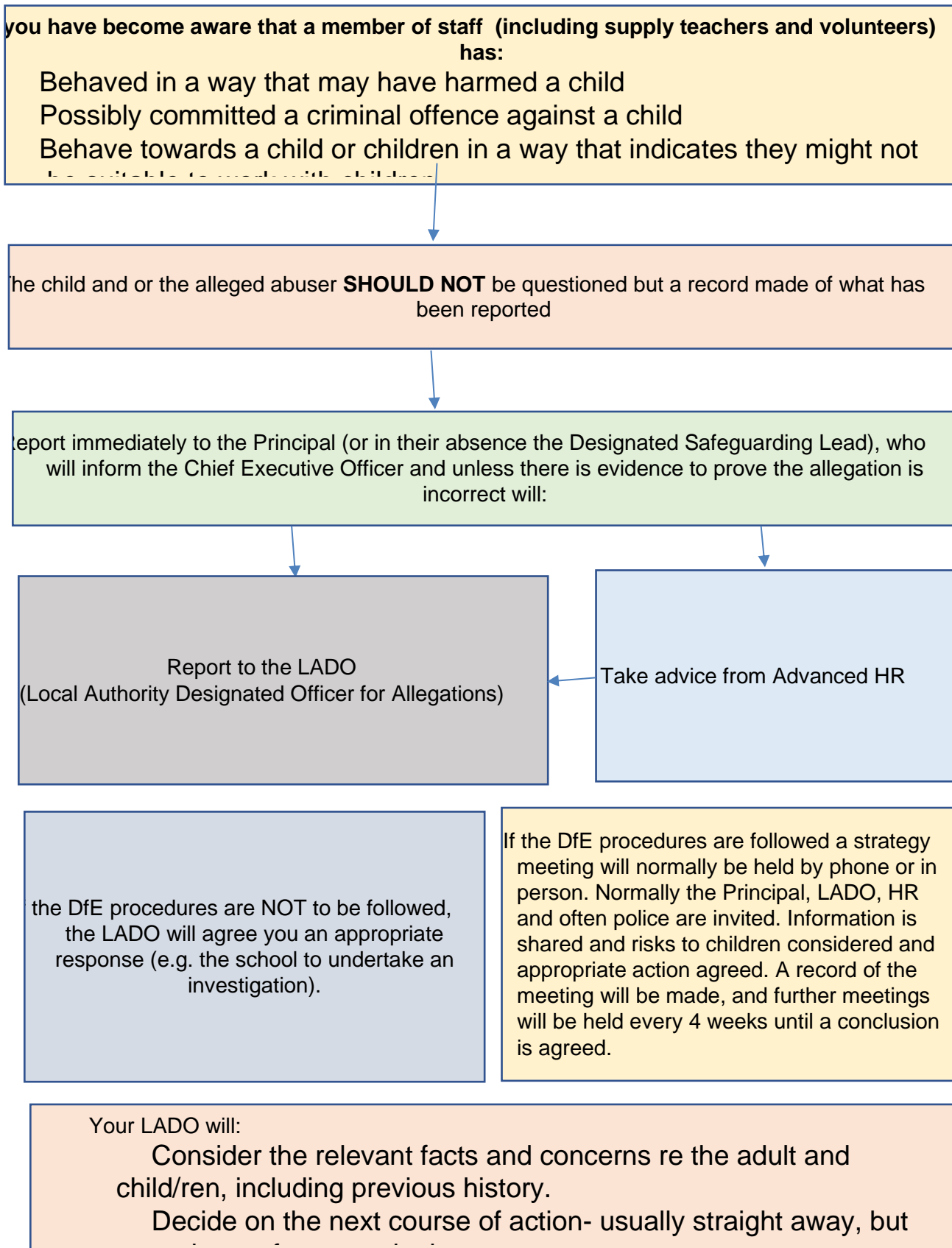
## Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- (2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- (3) Chapter 1 of Working together to safeguard children provides detailed guidance on the early help process.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of Working together to safeguard children provides detailed guidance on statutory assessments.

(5) This could include applying for an Emergency Protection Order (EPO).

### ALLEGATIONS AGAINST UTC STAFF





## **Adult Access to Students**

1.1 The word ADULT applies to anyone who is NOT a teacher, or whose employment by the Trust gives them specific approval to have direct contact with children. It also includes ex-students who may have recently left.

1.2 If any adult reports to reception asking to see a student, the request must be referred directly to the Principal.

1.3 The Principal or Member of Senior Leadership Team will decide on what action to take, bearing in mind the following: No Adult (including the Police, but see also later) is allowed to have access to a child without the specific approval of the parents/carers.

1.4 No adult is allowed to have access to a child without the continuous presence of an appropriate employee or the child's parents/carers.

1.5 No adult will be given access to a child, even with parents'/carers' approval, if the business is not directly related to the child's education or to events which have taken place on the UTC site. Priority should be given to the continuation of student education with minimum disturbance.

1.6 If the Police request to see a student, this request will not normally be granted if the investigation relates to matters when the child was in the care of their parents/carers.

1.7 If Police wish to interview a child about events which have taken place on the UTC site, during or outside the school day, the Police may well be arriving at our invitation, and we would in any case wish to help the Police enquiries.

1.8 The only exception of item (5.5) would be if the Police were able to convince us that they were investigating serious criminal activity where speed was an essential part of their enquiries. In this case, if parents/carers could not be contacted, the Principal would normally accept responsibility "in loco parentis" and inform the parents/carers afterwards.

1.9 Serious criminal activity would include certain types of child abuse. In these cases it would be a matter of professional judgement and liaison with the appropriate agencies as to how and when parents/carers would be informed.

1.10 These policy arrangements may occasionally mean that visitors asking to see a student may be required to wait for some considerable period of time. A genuine visitor will appreciate the rigour with which we protect the security of our students.

## Appendix F **Prevent Duty and Radicalisation**

There are now duties imposed on schools and other agencies in relation to the [DfE guidance The Prevent Duty](#) . The prevent duty is now incorporated into our existing policies.

Further advice in relation to this is within Keeping Children Safe In Education in relation to:

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- It policies (page 8).
- Building children’s resilience to radicalisation (page 8).

Where we are concerned about individual children, we will follow the referral pathway defined.

The essence of our policy, however, is that we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

Doncaster UTC is clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, assembly and tutor programme, our SMSC and anti-bullying work and our ICT Acceptable Use Policy.

## Appendix G

## **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Doncaster UTC adheres to the relevant Safeguarding Partnership's procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high-profile issue both nationally and locally.

The UTC recognises that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coherence, manipulate or deceive into sexual or criminal activity.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. The UTC recognises however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

Some of the following signs may be indicators of CSE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child Criminal Exploitation (CCE) is 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 wants
- For financial or other advantage of the facilitator
- Through violence or threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact but can occur using technology. It can include children being forced to work in cannabis factories or being coerced into moving drugs or money across the country (County lines), forced to shoplift or pickpocket or threaten young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse alcohol and drugs;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Doncaster UTC recognises that prevention is the best position about CSE and CCE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE and CCE are, to understand the risks of both and to spot the warning signs for themselves and their friends and peers and by doing so keep safe.

If prevention is not possible, we aim to identify children who are at risk of or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted, and staff and students are vigilant. As part of this children will feel listened to and safe.

## Appendix H So-called 'Honour' Based Violence

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

If staff have a concern regarding a child that might be at risk of HBV they should follow the normal reporting procedures protocols for multi-agency liaison with police and children's social care.

### Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Where FGM has taken place there is now a mandatory reporting duty placed on **teachers**.

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

Some of the indicators that FGM may have occurred include:

- Prolonged absence from school and noticeable changes in behaviour on return
- Has difficulty, sitting, walking, standing
- Spends a long time in toilet

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still discuss any such case with the UTC's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the

woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

### **Breast-ironing**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. The Crown Prosecution Service (CPS) has updated the So-Called Honour-Based Abuse and Forced Marriage guidance to recognise breast ironing as child abuse. CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime even if it is said that the victim has consented.

Further information is available in the following documents: Multi-Agency Statutory Guidance on Female Genital Mutilation and Multi-Agency Statutory Guidance: Handling cases of forced marriage.

## Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the normal UTC procedures for unauthorised absence and for dealing with children that 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 their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The law requires all schools to have an admission register and an attendance register. All students must be placed on both registers.

The UTC's attendance manager (typically the Learning Manager) must inform their local authority of any student who is going to be removed from the admission register where the student:

- has been taken out of UTC by their parents and the UTC has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend the UTC and no longer lives within reasonable distance of the UTC;
- has been certified by the a medical official as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the UTC after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when the UTC is removing a student from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the student's name from the register. It is essential that our academies comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The UTC must also inform the local authority of any student who fails to attend school regularly or has been absent without the UTC's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the UTC and the local authority.



## **Sexting Policy**

### **Definition of 'sexting'**

There are a number of definitions of sexting but for the purpose of this advice sexting is simply defined as images or videos generated: by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school and the child. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

### **Dealing with Incidents of Sexting**

#### **STEP 1: Disclosure by a child**

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed? For example, is the Designated Safeguarding Lead (DSL) on hand and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it an UTC device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

The situation will need to be handled very sensitively to ensure the school Safeguarding and On-line Safety policies and practices are adhered to.

### **STEP 2: Searching a device**

In an UTC-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

- When searching a mobile device, the following conditions should apply:
- The action is in accordance with the UTC's Safeguarding and On-line Safety policies
- The search is conducted by the Principal or a person authorised by them
- The DSL or a deputy is present
- The search is conducted by a member of the same sex
- If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing. Always put the child first.
- Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above) Send, share, copy or save the image anywhere

- Allow children to do any of the above

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device
- Confiscate and secure the device

If there is an indecent image of a child on a website or a social networking site, then you should report the image to the owners or administrators of the site using the site procedures.

- Inform the Designated safeguarding lead or deputy designated safeguarding lead.
- Report to the IT lead to ensure the website is blocked
- If the images are deemed inappropriate the DSL should consider reporting this to the police.

## Indicators of the 4 main categories of Abuse

### **Physical**

Unexplained injuries/burns

- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

### **Emotional Abuse**

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

### **Sexual Abuse**

- Sexual awareness inappropriate to age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

### **Neglect**

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking