

SAFEGUARDING AND CHILD PROTECTION POLICY

Member of Staff Responsible	Deputy Principal
Board of Directors' Committee Responsible	Chair of Governors
Related policies	Behaviour Management Anti-Bullying Health and Safety Whistle Blowing E – Safety Single Central Record
Implementation date	December 2017
Review date	December 2018

Safeguarding, advice and training contacts:

Safeguarding Referrals must be made in one of the following ways:

- 5 • By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000**;
- By e-mail to: **MASH@northamptonshire.gcsx.gov.uk**;
- By using the online referral form found at **<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>**
- 10 • In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

Multi-Agency Safeguarding Hub (M.A.S.H)

15 The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner

20 agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

For referrals regarding adults in education:

Designated Officers (formerly LADO)

25 **01604 367677**
LADOREferral@northamptonshire.gcsx.gov.uk

Introduction

Silverstone UTC fully recognises the contribution it can make to protect and support young people in its care. The students' welfare is of paramount importance. This policy is consistent with:

- The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002, the DfE guidance Keeping Children Safe in Education 2016 and Working Together to Safeguard Children March 2015.
- Local Safeguarding Children Board Procedures, which contain the inter-agency processes, protocols and expectations for safeguarding children.

Silverstone UTC will therefore:

- Establish and maintain an ethos where young people feel secure and are encouraged to talk, and are listened to.
- Ensure that young people know that there are adults in the UTC whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHCE which equip young people with the skills they need to stay safe from abuse, and which will help them to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Aims and Objectives

The UTC recognises that effective safeguarding and child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations. This policy aims to:

- Provide clear direction to staff and others about responsibilities and expected codes of behaviour in dealing with safeguarding and child protection issues.
- To make explicit the UTC's commitment to the development of good practice and sound procedures.
- Ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

There are eight main objectives to our policy and its appendices:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping young people with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which young people can learn and develop.
- Prevention (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures).
- protection (by followed agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- Working with parents (to ensure appropriate communications and actions are undertaken).

Underpinning Values

Where there is a safeguarding issue our principle is that there will be effective interagency collaboration. Silverstone UTC will work within the following principles and in accordance with those outlined in the local Safeguarding Children Board Inter-agency Child Protection procedures:

- A child's welfare is paramount. Every child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open – mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Staff should be aware of the effects of outside intervention upon children and family life.
- Silverstone UTC will use jargon free language wherever possible.
- Silverstone UTC will support positive inter-agency collaboration.

Roles and Responsibilities - Safeguarding is everyone's responsibility

As adults and/or professionals or volunteers at the UTC, everyone has a responsibility to safeguard children and promote their welfare, which is to protect children from maltreatment; prevent impairment of children's health or development; ensure that children grow up in circumstances consistent with the provision of safe and effective care; and take action to enable all children to have the best outcomes.

Child protection refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Safeguarding and promoting the welfare of children – and in particular protecting them from significant harm - depends upon effective joint working between agencies and professionals that have different roles and expertise. For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard and promote welfare of the child(ren) and, where necessary, to help bring to justice the perpetrators of crimes against children. All staff, professionals or volunteers should:

- Be alert to potential indicators of abuse or neglect and report any concerns to the Designated Safeguarding Lead.
- Be alert to the risks which individual abusers, or potential abusers, may pose to children.
- Share and help to analyse information so that an assessment can be made of the child's needs and circumstances.
- Contribute to whatever actions are needed to safeguard and promote the child's welfare.
- Take part in regularly reviewing the outcomes for the child against specific plans; and

- work co-operatively with parents unless this is inconsistent with ensuring the child's safety.

Board of Directors

In accordance with the DfE document Keeping Children Safe in Education, the Board of Directors will ensure that:

- The UTC has a child protection policy and procedures in place, and the policy is made available to parents on request.
- The UTC operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers;
- There are procedures for dealing with allegations of abuse against members of staff and volunteers;
- A senior member of the UTC's leadership team is designated to take lead responsibility for dealing with child protection (the Deputy Principal);
- The Deputy Principal in addition to basic child protection training, in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB) has refresher training at two-yearly intervals;
- The Principal, and all other staff who work with students, undertake appropriate training which is kept up-to-date by refresher training; and temporary staff and volunteers who work with students are made aware of the UTC's arrangements for child protection and their responsibilities;
- Any deficiencies or weaknesses brought to the attention of the Board of Directors are rectified;
- The Chair of the Board of Directors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Principal;
- Policies and procedures are reviewed annually;
- There is an individual member of the Board of Directors who will champion issues to do with safeguarding children and child protection within the UTC, liaise with the Deputy Principal and provide information and reports to the Board of Directors.

Extended School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

The Principal

The Principal will ensure that:

- 155 • The policies and procedures adopted by the Board of Directors are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Assistant Principal and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of students.
- 160 • All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to students, and such concerns are addressed sensitively and effectively in a timely manner.
- All staff receive appropriate Safeguarding and Child Protection training at least annually in accordance with Paragraph 13 of Keeping Children Safe in Education.

The Assistant Principal

The Assistant Principal will be the Designated Safeguarding Person and will:

- Coordinate all matters relating to child protection issues.
- Deal with reports of abuse against children.
- Deal with complaints against employees of the UTC by children referring them to the Principal.
- 170 • Work with Virtual School head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs in their Personal Education Plan (PEP).
- Make referrals to child protection agencies if appropriate.
- Attend case conferences as required.
- Keep the Principal fully informed of all child protection issues that may arise.
- 175 • Ensure all staff receive training in child protection.
- Ensure that all new staff are properly inducted apropos child protection.
- Liaise with the UTC Director with special responsibility for safeguarding and child protection on all matters relating to child protection policy.
- Ensure the UTC Director with special responsibility for child protection receives appropriate training
- 180 in child protection.
- Have update training every 2 years and keep up-to-date with safeguarding developments at least annually.

All staff

All staff at the UTC will:

- 185 • Make sure they are fully conversant with the safeguarding and child protection policy and Code of Conduct.
- Respond to any issues or concerns as laid out in this policy.
- Refer any issue as soon as is practicably possible using the appropriate proforma.
- 190 • Wear identification at all times.
- Challenge anyone on site who is not wearing appropriate identification.
- Must understand the role of the designated safeguarding lead.

195 **Definitions and Thresholds**

In order to ensure the procedures for safeguarding are properly applied all UTC staff should be fully aware of the definitions of abuse and neglect and the thresholds for referral.

Definitions of abuse and neglect

200 **Abuse:** 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. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

205 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

215 **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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

220 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

230

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Honour-based violence – see also Appendix 6
- Mental health – see also Appendix 7
- Child sexual exploitation (CSE) – see also Appendix 8
- Domestic violence – see also Appendix 9
- Bullying including cyberbullying
- Drugs, alcohol abuse
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Private fostering
- Extremism/radicalisation including prevention
- Sexting
- Teenage relationship abuse
- Trafficking

Children with SEN + D

Children with Special Educational Needs and disabilities can face additional Safeguarding challenges. These must be recognised when considering abuse and neglect of these children. For example: an assumption that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further explanation; the potential for children with SEN/D being disproportionately impacted by behaviours such as bullying, without showing any signs; communication of barriers and difficulties in overcoming these barriers. In such cases, with due regard to confidentiality advice should be sought from the SENCO.

Thresholds for Referrals

There are three thresholds for any types of referral that need to be considered:

Additional needs where health, development or achievement may be adversely affected

This is the case if age appropriate progress is not being made and the causes are unclear or the support of more than one agency is needed to meet the child or young person's needs. If this is a child with additional needs discuss the issues with the UTC CAF practitioner, the child and parents. Parental consent must be obtained for a CAF to be completed.

Children in need

275 S17 of the Children Act 1989 says this is the case if the child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority; if their health or development is likely to be impaired, or further impaired without the provision of such services or if they are disabled.

Child protection matters

S47 of the Children Act 1989 says this is the case if a child is at risk or is suffering significant harm; if a child is suffering the effects of significant harm or if a child is suffering from serious health problems.

Procedures

280 The designated child protection person must be informed immediately by an employee of the UTC, student of the UTC, parent of the UTC or other persons, in the following circumstances:

- Where there is suspicion that a child is being abused.
- Where there is evidence that a child is being abused.

285 *Appendix 1 details signs that may indicate a safeguarding issue linked to sexual abuse, neglect, emotional abuse and physical abuse.*

Appendix 6 – 9 details signs that may indicate a safeguarding issue linked to FGM, Child Sexual Exploitation, Domestic Violence, FGM and Mental Health and teenagers.

290 In the event of the complaint being made by a child against an employee of the college the disclosure must be shared with the Principal or Chairperson of the Directors.

The Designated Safeguarding Person will keep a full record of reports made and make referrals to child protection agencies if necessary. The Principal will be kept informed at all times.

295 All staff/professionals or volunteers at the UTC must be aware that if they are concerned about a young person, or suspect that abuse is taking place, it is their statutory duty to act on it by reporting as directed by this child protection policy. Concerns must always be reported immediately, whether this is inappropriate information, a false allegation, a disclosure or merely having concerns about a child. Staff must never wait to 'see what happens'. Staff must always abide by the procedures and never question a child or try to investigate themselves as this could prejudice a case by probing for more information than is given. If an investigation is necessary it will be handled by child protection professionals.

300 *Full procedural details are contained in Appendix 2 (a – c) of this policy.*

Safer Recruitment and Training

305 Silverstone UTC will operate safer recruitment procedures based on statutory guidance keeping children Safe in Education 2016 and will make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Disclosure and Barring checks and qualifications verification. The UTC's processes conform to the guidance given in Keeping Children Safe in Education document and local safeguarding board guidelines. Gaps in an applicant's employment history will be followed up and as will instances where the applicant's last employer is not given as a point for references. All senior staff will undergo Safer Recruitment Training and all interview processes will include safeguarding questions. If the UTC is asked to provide references for a member of staff about whom there have been concerns about child protection/inappropriate conduct, then advice will be sought from the relevant authority.

315 Newly appointed staff will have initial training in child protection as part of their induction programme. They will be made aware of the UTC's procedures as part of that induction programme, and be given a copy of the UTC's Safeguarding Policy.

They should also attend the Safeguarding training. The initial child protection training given to each member of the staff will be updated every three years and recorded.

The Designated and Deputy Designated Safeguarding Persons are appropriately trained.

320 Silverstone UTC will establish a Single Central Record which will be held as required by local safeguarding and DfE guidance.

Confidentiality

Students should never be given a guarantee of confidentiality as some kinds of information may need to be shared with others. *Guidance on talking to children is given in Appendices 3a and b.*

Record keeping

325 Well-kept records are essential in situations where it is suspected or believed that a student may be at risk from harm. Records should:

- State who was present, time, date and place.
- Use the students' words wherever possible.
- 330 • Be factual/state exactly what was said.
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.
- Be written in ink and signed by the recorder.

The UTC will:

- 335 • Keep written records of concerns about children, even when there is no need to refer the matter immediately.
- Ensure all records are kept securely and separate from the main student file and in locked locations.
- Keep a copy of records if the student moves to a new school and there have been concerns.

- 340 • When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school *or educational establishment* with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible
- 345 then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post with a receipt request. This is in line with Keeping Children Safe in Education 2015.

350 *Appendix 5 contains a copy of the UTC recording form. Safeguarding referral forms for specific area boards are downloadable from their websites as required.*

Supporting Children at Risk

355 Silverstone UTC recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The UTC may be the only stable, secure and predictable element in the lives of some of the children under its care and therefore recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour. Silverstone UTC also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

360

The UTC will endeavour to support all its students and equip them to stay safe from abuse through:

- The curriculum and in particular the content of the PSHCE curriculum which will encourage self-esteem and self-motivation.
 - Promoting a positive, supportive and secure environment which gives students a sense of being respected and valued.
 - A coherent and consistently applied behaviour management policy.
 - A consistent approach which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all students are supported within the UTC setting.
 - Liaison with other professionals and agencies who support children and parents.
- 370 • A commitment to develop productive, supportive relationships with parents whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in child protection situations.

375 The UTC recognises that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. It also recognises that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection. Employees who work, in any capacity, with children with special needs will need to be particularly sensitive to signs of abuse.

380

The school recognises the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

385 The school recognises a child missing from education is a potential indicator of abuse or neglect.

The school will follow the details set out in the NSCB procedure 'Children Missing Education' to report and respond to incidences of children missing from school. We will also comply with the guidance in keeping Children Safe in Education 2015

390

We also ensure that additional risks are considered to those missing from education including those who may be potential victims of sexual exploitation, FGM, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

395 **Preventing Radicalisation**

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.

400 The school accepts its duty under the *Prevent* Duty Guidance for England and Wales which places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.

405 All Staff will undertake training on Prevent as per the following website:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

410 Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

415 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas). There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

420 The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

425 As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

430

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard (According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions) to the need to prevent people from being drawn into terrorism”. (“Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

435

440

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent Duty Guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

445

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

450

455

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

460

465

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

470

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

475 There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

480 The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue <http://educateagainsthate.com/>

Channel

485 School and college staff should understand when it is appropriate to make a referral to the Channel programme (guidance issued under section 36(7) and section 38(6) of the CTSA 2015). Channel guidance is available at: Channel Guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

495 Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels (such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015).

505

Safeguarding and Child Protection Policy

Appendix 1

Signs and symptoms of abuse

Neglect

510 Persistent failure to meet a young person's basic physical and / or psychological needs. For example:

- Inadequate diet / being denied proper health care / inadequately dressed.
- Left unsupervised – home or elsewhere (possible dangers).

Signs

Poor hygiene – frequently has sores or smells	Shoes too small
Dirty clothes	Anaemia
Poor skin condition	Poor hair quality and infestations
Dirty teeth and halitosis	Protuberant abdomen
Underweight	Frequent bouts of gastroenteritis
Inadequately clothed	Prominent joints
Frequently without food or money for dinner	Hands red, swollen, poor nails
	Failure to provide glasses

515

Indicators

Frequently hungry and preoccupied with food	Overly tired/unable to concentrate on UTC work
Stealing food	Poor language skills
Gains weight when away from home or loses weight during holidays	Lack of ability to play
Poor attendance	Poor motor development

Physical

520

Violence causing injury or regularly occurring through childhood. Physical abuse is when someone:

- Hits, shakes, squeezes, burns, bites, attempt to drown or suffocate.
- Giving alcohol, inappropriate drugs or poison.
- Failing to prevent physical injury or suffering.

525

- Munchausen’s Syndrome by Proxy (MSP / Factitious Illness Syndrome by proxy).

Signs

Unaccounted for injuries	Bite marks (Dog bites: A referral should be considered if a student has been bitten more than once by the same dog or a dangerous dog is suspected)	
Repeated injuries		
Bruises		
Slap marks		Fractures
Fainting		Burns/scalds
	Cut lips	

530

Indicators

Wary of physical contact
Does not look to parents for comfort
Does not expect to be comforted
Seems less afraid than other young people
Seeks information about what is going to happen to them
Kept away from UTC
Fainting

Sexual

Involves forcing or enticing a young person to take part in sexual activities:

535

- Engage in fondling, masturbation, oral, anal or full intercourse.
- Make a young person observe inappropriate sexual behaviour.
- Show a young person pornographic material or engage in inappropriate discussion about sexual matters.

540

Signs

<p>Inappropriate sexual knowledge</p> <p>Dress</p> <p>Promiscuity</p> <p>Excessively affectionate or sexual</p> <p>Fear of being alone</p> <p>Inappropriate sexual advances to peers</p>	<p>Eating disorder</p> <p>Urinary tract infection and STD</p> <p>Bruising to lower part of abdomen, genital or anal areas and/or discomfort in these areas</p> <p>Drawing sexually explicit pictures</p>
--	--

Indicators

<p>Regressive behaviour / attainment</p> <p>Secrets / fantasies</p> <p>Emotionally isolated</p> <p>Lack of peer relationships</p> <p>Poor self-image</p>	<p>Poor attendance</p> <p>Suicide attempts</p> <p>Acute Anxiety / fear</p> <p>Sleep disturbances</p> <p>Inappropriate interaction with peers</p>
--	--

- 545 **Emotional**
 Persistent or severe emotional ill-treatment/rejection:
- Withholding love and affection.
 - Constantly shouting, threatening or demeaning.
 - Being overprotective e.g. not mixing with others.
- 550
- Harassment – undermining self-esteem.

Signs

Persistent lack of affection	Humiliation
Lack of physical interaction	Denigration
Lack of warmth and praise	Terrorising
Lack of response to young person's overtures or distress	Victimisation
Lack of discipline and positive parenting	Encouraging of anti-social behaviour
Rejection	Exploitation
Scapegoating	Disassociation from the young person
	Isolation within the family

Indicators

Poor behaviour	Overly aggressive/demanding behaviour
Habit disorder e.g. sucking thumb, rocking, biting	Hyperactive
Overly adaptive behaviour role reversal	Development lag
Overly compliant/passive behaviour	Frozen watchfulness
	Sleep disorders

- 555
- Non-specific Indicators**
- Inexplicable physical fear.
 - Nerviness/jumpiness.
 - Unwillingness to go home.
- 560
- Bullying.
 - Inappropriate behaviour towards other young people.
 - Self-abuse.
 - Behaviour especially noticeable at the UTC.

- 565
- a) Poor peer group relationships and inability to make friends/isolated and alone.
 - b) Inability to concentrate, learning difficulties or a sudden drop in performance. (For some sexually abused young people, the UTC may be a haven; they arrive, early, are reluctant to leave and generally perform well).
 - c) Marked reluctance to participate in Physical Education.

570

Behaviour in older young people

Anti-social behaviour or delinquency in young teenagers. Promiscuity and involvement in prostitution may be ways of drawing attention to sexual abuse. In addition, the following may occur:

- 575
- Hysterical attacks.
 - Truancy or running away from home.
 - Suicide attempts and self-mutilation.
 - Dependency on alcohol or drugs.

580

Safeguarding and Child Protection Policy

Appendix 2a: What to do if you have concerns about a child

You may have concerns about a child because of something you have seen or heard, or a child may choose to disclose something to you. If a child discloses information to you:

- Do not promise confidentiality, you have a duty to share this information with the designated child protection person.
- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Reassure the child, but only as far as is honest, don't make promises you may not be able to keep e.g. 'Everything will be alright now', 'You'll never have to see that person again'.
- Do reassure and alleviate guilt, if the child refers to it. For example, you could say 'You're not to blame'.
- Do not interrogate the child; it is not your responsibility to investigate.
- Do not ask leading questions (e.g. did he touch your private parts?), ask open questions such as 'Anything else to tell me?'
- Do not ask the child to repeat the information for another member of staff.
- Explain what you have to do next and who you have to talk to.
- Take notes if possible or write up your conversation as soon as possible afterwards.
- Record the date, time, place any non-verbal behaviour and the words used by the child (do not paraphrase).
- Record statements and observable things rather than interpretations or assumptions.

Whatever the nature of your concerns, discuss them with the Designated Safeguarding Lead. If you still have concerns, you or the above named persons should refer to Children's Services of the Safeguarding Board of the area where the child lives for further advice. If a child is in immediate danger, you should contact the police on 999 or an ambulance.

Northamptonshire Multi-Agency Safeguarding Hub (MASH):

www.northamptonshire.gov.uk/cyps

MASH mash@northamptonshire.gcsx.gov.uk

0300 126 1006

Bedfordshire: cs.accessandreferral@centralbedfordshire.gov.uk, 0300 300 8585

Oxfordshire: mash-childrens@oxfordshire.gcsx.gov.uk, 0845 050 7666

Buckinghamshire: secure-cypfirstresponse@buckscc.gcsx.gov.uk, 0845 460 0001

Milton Keynes: cfp@milton-keynes.gov.uk, 01908 253169

Useful Links

Local

620 **Northamptonshire Safeguarding Children Board (NSCB):**

Ground Floor
John Dryden House
8-10 The Lakes
Northampton

625 NN4 7YD

01604 364036

[http://www.northamptonshirescb.org.uk/worried-about-a-child-/](http://www.northamptonshirescb.org.uk/worried-about-a-child/)

“Making Children Safer” – A Pocket Guide download at:

630 **<http://www.northamptonshire.gov.uk/mcs>**

Thresholds and Pathways document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

635

Early Help – Request for Services

Early Help Co-ordinator

www.northamptonshire.gov.uk/earlyhelp

640

Multi-agency referral form download at:

http://northamptonshirescb.proceduresonline.com/client_supplied/LSCBNForm_May2014_2003version.doc

645

e-mail multi-agency form to:

MASH@northamptonshire.gcsx.gov.uk

Online Referral Form:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

650

Directory of services for Early Help

<http://families.northamptonshire.gov.uk/directory-search>

655

Directory of services for children with disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

660

665

Education Inclusion Partnership New from September 2015.

Safeguarding and Child Protection Policy: 5th December 2017 Page 20

Safeguarding Adults access advice:

Safeguarding Adults Team
Northamptonshire County Council
John Dryden House, 8-10 The Lakes
Northampton NN4 7YD

01604 362900 (Internal Ext 62900)

adultsafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email)

E-referral form at:

<http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguarding-Adults.aspx>

Complex Case Meetings and Locality Forums operate across Northamptonshire:

Complex Case Meetings

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, an Early Help Co-Ordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GP's and school nurses.

National

National Society for Prevention of Cruelty to Children (NSPCC):

**<http://www.nspcc.org.uk/>
0808 800 5000**

Childline:

**<http://www.childline.org.uk/Pages/Home.aspx>
0800 1111**

Child Exploitation and Online Protection (CEOP):

**<http://ceop.police.uk/>
0870 000 3344**

Designated Safeguarding Lead – Main Procedural Steps

1. Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
715
2. Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
720
3. Share information confidentially with those who need to know.
4. Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NSCB Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 3 of this document.
725
5. If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
730
6. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.
735
740

Safeguarding and Child Protection Policy

Appendix 2b: Managing Allegations of abuse against a colleague or yourself

745 Students can be the victims of abuse by those who work with them in any setting. All allegations of abuse of students carried out by any staff member or volunteer should therefore be taken seriously.

If you believe that a colleague is behaving inappropriately, you must immediately follow the procedures laid down in the child protection policy; that is, report your concerns immediately to the child protection officer. Loyalty to colleagues should not and must not deflect us from our duty of care to the children within the college. The rule is: the safety and well-being of the children come first. If you receive an allegation about any adult (or even about yourself) you must report this immediately. Record the facts as you know them and follow the child protection procedures. Try to ensure that no one is placed in a position which could further compromise and remember: Always refer, never investigate. Once the concern is reported a referral may be made by the child protection officer and all further responsibility for gathering information and deciding what happens next will rest primarily with social services. Information of allegations of a child protection nature against a member of staff (including where the allegation is unfounded) will be operational until the person's normal retirement age, or 10 years from the date of the allegation if that's longer. (Employment practices Code: Supplementary Guidance 2.13.1 and Education Act 2002.

If an allegation is received by the Principal or Chair of the Board of Directors the following should be considered. Has the member of staff:

- 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.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Unsuitability

770 There is also a notion of "unsuitability" in relation to adults working with children. The term is complex and currently has no statutory defined parameters. It may relate to a specific act, an accumulation of concerns, or behaviours inside or outside of work which are judged incompatible with their "work" role.

Examples of unsuitability may include, but is not limited to:

- An individual becoming subject to criminal proceedings not relating to a child.
- An individual contravening or continuing to contravene safe practice guidance given by an employer/regulatory body.
- An individual who has demonstrated an inability to make a sound professional judgement which safeguards the welfare of children.
- An individual failing to understand or recognise the need for clear personal and professional boundaries in their work.
- An individual as a parent becomes subject to enquiries under local child protection procedures.

785 "Complex abuse" is defined as "abuse involving one or more abusers and a number of children". Some complex abuse cases, but not all, will involve adults who work or who have worked in the children's workforce. Where this is the case the LADO should be consulted and this procedure should operate in conjunction with the "complex abuse" guidance.

790 This section of the policy relates to members of staff who are currently working for the UTC regardless of whether the UTC is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police.

795 In discharging the UTC's duty of care to its employees, we will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in the UTC is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

800 Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Principal (if the allegation is against the Principal then it should be dealt with by the Chair of the Board of Directors).

805 The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay and should involve the UTC's Senior HR advisor.

810 Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Local Authority Designated Officer (LADO) of the area in which the student lives should be informed of all allegations that come to a school or college's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate. This should be done within one working day.

815 The following definitions should be used when determining the outcome 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.
- **False:** there is sufficient evidence to disprove the allegation.
- 820 • **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allocation.

If a referral is needed, a strategy meeting will be called that the Principal/Chair of the Board of Directors should attend. The decision of the strategy meeting could be:

- 825 • Investigation by children's social care.
- Police investigation if there is a criminal element to the allegation.
- Single agency investigation completed by the UTC which should involve the UTC's Senior HR advisor.

830 The UTC recognises the requirement to provide information to the DBS where we have ceased to use a person's services, for example dismissed them from work in a role involving regular contact with children, because:

- they are considered unsuitable to work with children, or
- as a result of misconduct, or
- because of a medical condition that raises a possibility of risk to the safety or welfare of children.

835 The fact that a member of staff offers to resign, retires or resigns during an investigation will not prevent the allegation procedure reaching a conclusion. The UTC has a legal duty to inform the DBS of any such occurrences whether or not the member of staff is still employed by the UTC.

840 **Record keeping**

845 Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

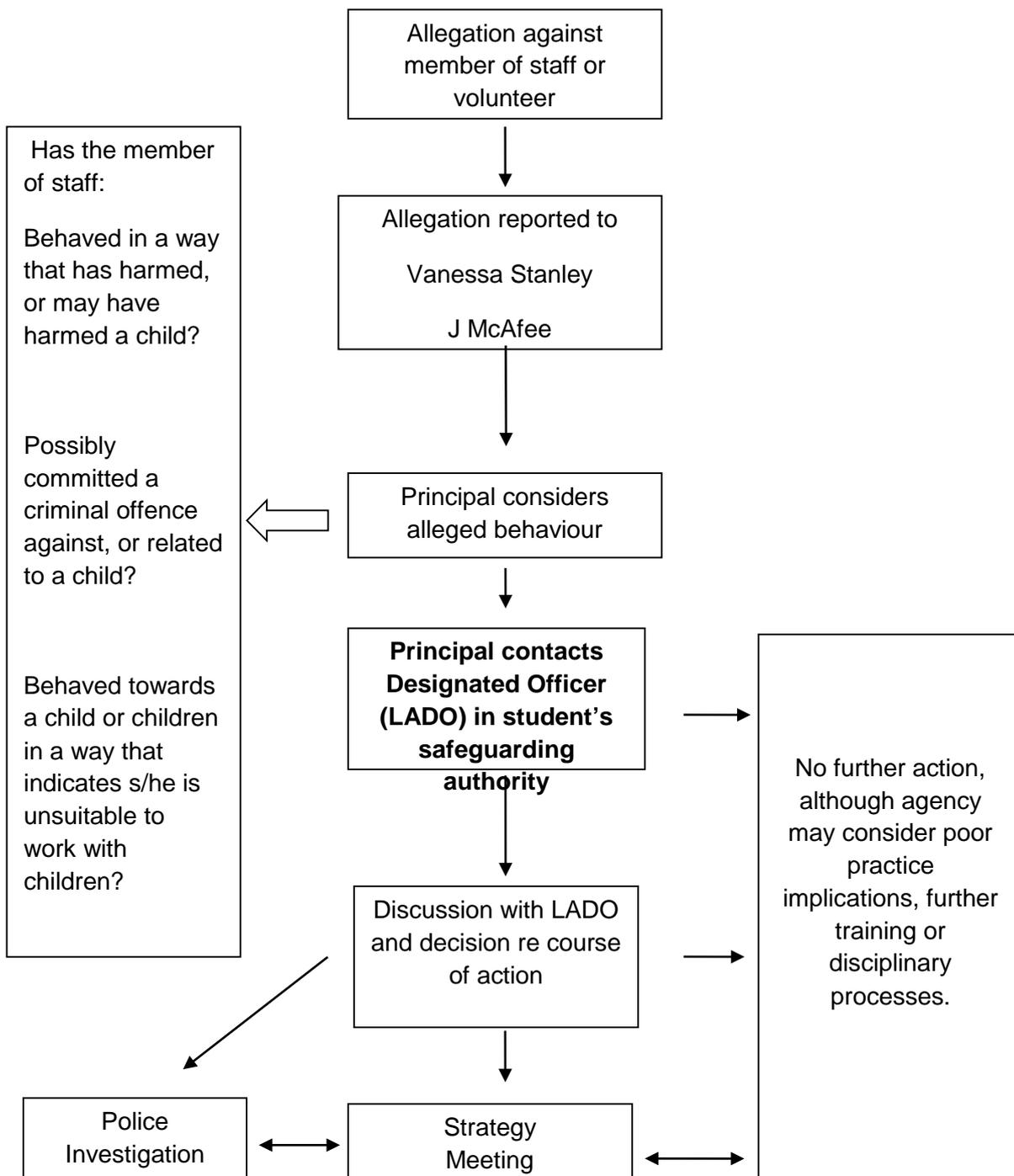
850 The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

855 The record should include a front sheet which records any and all substantiated and unsubstantiated incidents such that patterns of behaviour may be established more readily than if they were kept separate.

Safeguarding and Child Protection Policy

Appendix 2c: Flowchart - Managing allegations against colleagues

860



Assessment by Children's Services e.g. s47 Child Protection Enquiry
LADO tracks progress, monitors outcomes and reports to LSCB and DCSF

Chair of Governors (only relevant in the case of an allegation against the Principal)

- 865 1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Notify the Designated Officer formerly LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 870 3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 875 4. Report to the Multi-Agency Safeguarding Hub if the Designated Officer formerly LADO so advises or if circumstances require a referral.
- 880 5. Ongoing involvement in cases:
 - Liaison with the Designated Officer formerly LADO.
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

Safeguarding and Child Protection Policy

Appendix 3: Confidentiality

885 Students should never be given a guarantee of confidentiality as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:
"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

890 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts.

895 However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

900 The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt
905 from the County Legal Services Department.

Safeguarding and Child Protection Policy

Appendix 4: Guidance on self-protection

1. Do not try to establish social contact with students for friendship/relationships. This includes contact made through social network websites such as Facebook.
2. Do not give personal details to students- personal phone number/personal email address/Facebook acceptance.
3. In the event of any injury to a young person, accidental or otherwise, ensure that it is recorded and witnessed by another adult. Inform your line manager at the first opportunity.
4. Keep records of any false allegations a young person makes against you or other staff. This should include everything from "You're picking on me", to "You hit me", or comments such as "don't touch me". Use a record such as the one in this manual, to keep dates and times. If it is too difficult to keep a record of every incident, keep a weekly summary.
5. Get another adult to witness the allegation, if possible. If you are in a UTC or a residential setting, and the incident is serious, take the student to the Principal and explain what happened. A record of that meeting should also be kept.
6. If a young person touches you or talks to you in a sexually inappropriate way or place, record what happened and ensure that another adult also knows. As it could be a totally innocent touch, do not make the student feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the young person to go on doing this as the next person might take advantage and then say they instigated it.
7. If you take young people on journeys, always have two different genders along, where possible. If it is an overnight trip, always check the rooms in pairs.
8. Avoid meeting in remote, secluded areas of the Academy and ensure visual access and or open door wherever possible. Do not place yourself in a situation where you are spending excessive amounts of time alone with one student away from other people. If you tutor a young person, ensure that the door to the room is open. Tell another staff member if you are going to see a student on their own.
9. If you have reason to be concerned about a 1 to1 meeting in advance, i.e. previous behaviours or shown vulnerability then please arrange for a colleague to be present.
10. If you are in a residential setting, never, under any circumstances, take a student or students into your bedroom.
11. Do give firm guidelines on sexually inappropriate behaviour to the young person. Explain that the behaviour is not acceptable and could get them into difficulty, but be sure that you do not make the young person feel guilty. The behaviour may be an imitation of the abuse they have suffered and is not the student's fault.
12. If you are in a care situation with young people with special needs, try to have another person present when changing nappies or clothing, or bathing them.
13. Never do something of a personal nature for students that they can do for themselves. This includes cleaning bottoms, unbuttoning trouser buttons, or any activity that could be misconstrued.
14. Do not go into the toilet along with students. Inform another member of staff if it is necessary to do so.
15. Do not touch students as a general rule. Be mindful of how and where you touch young people. Never pat them on the bottom. If you teach young people with special needs who sit on your lap, get a 'lap cushion' which they can sit on.
16. Be careful of extended hugs or kisses on the mouth from young people. This might be particularly relevant to those working with students with special needs. Though we want to give love, and attention to them. This guideline is important not only for our protection, but for them too.

- 955 17. When taking students on an Academy visit, think of how you appear to the public when dealing with the young people. In one county, a special needs teacher was reported for 'abusing' a young person by a member of the public who misunderstood her actions. This could apply to anyone taking out a group of students. (It may mean that disruptive students cannot go on outings without appropriate provision).
- 960 18. All members of staff should carry identification when on journeys with students.
19. You should not transport student in your own vehicle without the consent of the student, parent/carer, line manager and valid business insurance.
20. If you must physically restrain a young person for any reason, be aware that it could be misinterpreted as assault. Ensure that immediately afterwards you report the incident to your line manager. For further guidance please see the restrictive physical intervention policy.
- 965 21. Never keep suspicions of inappropriate behaviour or abuse by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence – 'Why didn't s/he tell. Something to hide'.
22. Ensure that you have the opportunity to discuss your own feelings, if possible with other members of staff.
- 970 23. Never pass on confidential information to 'outsiders' – press, Police, CYPS, etc. without first seeking guidance from CPSC or Principal.

Safeguarding and Child Protection Policy

Child Protection – Case Incident Form

975

(Referral to Designated Senior Person)

Category	1	2	3	4
For DSP Completion only				
Student Name:		Mentor Group:		
Date of incident:				
Date of Referral to DSP:				
Nature of possible abuse:	Physical	Sexual Neglect	Emotional	
(Please circle)				

980

DISCLOSURE or SUSPICIONS:

Please write down facts and evidence that have led to this referral (continue on back of sheet if required):

985

Where relevant, what is the student's explanation of the possible abuse?

Name of Staff making referral: _____

Signed by staff: _____

Signed by JML: _____

990

Signed by VSL: _____ Date: _____

Designated Senior Persons – JML/VSL

Further details:

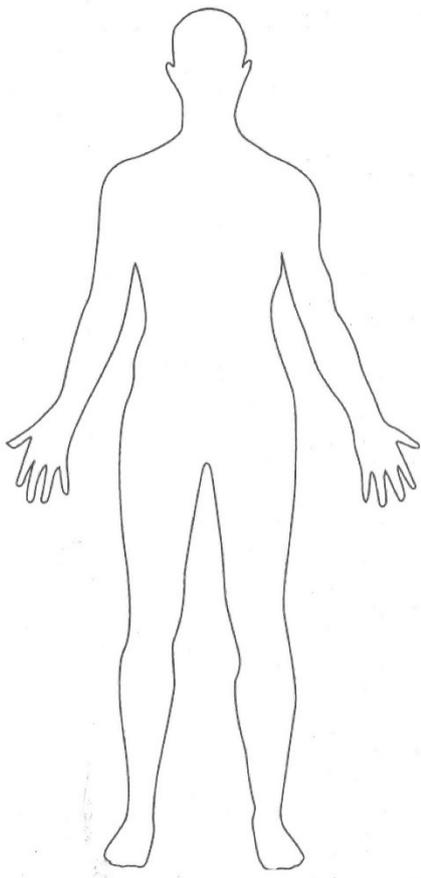
995 **Please complete with any follow up actions or recommendations:**

ACTIONS	WHO BY	DATE	Review

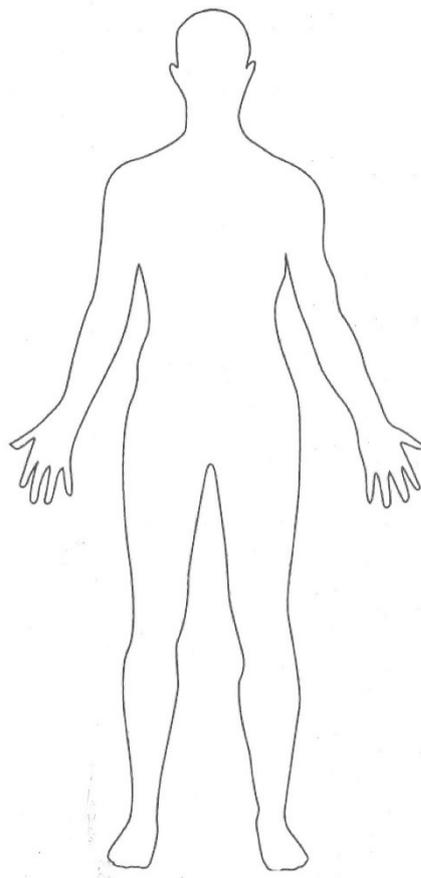
Received by: _____ Date: _____

NAME:	Tutor:	DOB:
Person reporting: Signature:		Date:

1000
1005
1010
1015
1020
1025



FRONT



BACK

PLEASE USE THE DIAGRAMS ABOVE TO RECORD THE LOCATION AND TYPE OF ANY INJURIES



1030 Received by: _____ Date: _____

NAME:	PT:	DOB:
DATE:		
TIME:		
PLACE:		
PRESENT:		
SIGNATURE OF RECORDER:		
What student revealed:		
Circumstances leading up to disclosure:		
Questions asked of student:		

Safeguarding and Child Protection Policy

Appendix 6: Safeguarding children from Honour-based Violence (HBV)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

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

Factsheets

The summer holidays is a peak period for cases of forced marriage and female genital mutilation. Schools, at this time in particular, and LAs are encouraged to be alert to the signs of potential abuse.

Further information and guidelines for multi-agency practice can be found at <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

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 doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section). Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means—(a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

FGM Mandatory Reporting Duty

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

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

1110 Teachers **must** personally report to the police cases where they discover that an act of FGM appears to
1115 have been carried out. Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not
report a case to the police if they have reason to believe that another teacher has already reported the
case. Unless the teacher has a good reason not to, they should also still consider and discuss any such
case with the school or college's designated safeguarding lead and involve children's social care as
appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does
not discover that an act of FGM appears to have been carried out, either through disclosure by the victim
or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local
safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM
Fact Sheet](#).

1120 **Forced marriage**

1120 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
1125 religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important
role in safeguarding children from forced marriage.

1130 The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of
schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or
information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Safeguarding and Child Protection Policy

Appendix 7: Safeguarding children linked to mental health issues.

1135 Mental health problems affect about one in ten children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives.

The emotional well-being of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.

Things that can help keep children and young people mentally well include:

- 1140
- Being in good physical health, eating a balanced diet and getting regular exercise.
 - Having time and the freedom to play, indoors and outdoors.
 - Being part of a family that gets along well most of the time.
 - Going to a school that looks after the well-being of all its pupils.
 - Taking part in local activities for young people.

1145 Other factors are also important, including:

- 1150
- Feeling loved, trusted, understood, valued and safe.
 - Being interested in life and having opportunities to enjoy themselves being hopeful and optimistic.
 - Being able to learn and having opportunities to succeed.
 - Accepting who they are and recognising what they are good at.
 - Having a sense of belonging in their family, school and community.
 - Feeling they have some control over their own life.
 - Having the strength to cope when something is wrong (resilience) and the ability to solve problems.

1155 Most children grow up mentally healthy, but surveys suggest that more children and young people have problems with their mental health today than 30 years ago. That's probably because of changes in the way we live now and how that affects the experience of growing up.

Dealing with change

Mostly things that happen to children don't lead to mental health problems on their own, but traumatic events can trigger problems for children and young people who are already vulnerable.

1160 Changes often act as triggers: moving home or school or the birth of a new brother or sister, for example. Some children who start school feel excited about making new friends and doing new activities, but there may also be some who feel anxious about entering a new environment.

1165 Teenagers often experience emotional turmoil as their minds and bodies develop. An important part of growing up is working out and accepting who you are. Some young people find it hard to make this transition to adulthood and may experiment with alcohol, drugs or other substances that can affect mental health.

Risk factors

There are certain 'risk factors' that make some children and young people more likely to experience problems than other children, but they don't necessarily mean difficulties are bound to come up or are even probable.

1170 Some of these factors include:

- Having a long-term physical illness.
- Having a parent who has had mental health problems, problems with alcohol or has been in trouble with the law.
- Experiencing the death of someone close to them.
- Having parents who separate or divorce.
- Having been severely bullied or physically or sexually abused.
- Living in poverty or being homeless.
- Experiencing discrimination, perhaps because of their race, sexuality or religion.
- Acting as a carer for a relative, taking on adult responsibilities.
- Having long-standing educational difficulties.

1175

1180

Types of mental health problem

These are some of the mental health problems that can affect children and young people. You can find out more from the Mental Health Foundation booklet *Whatever Life Brings*.

1185

Depression affects more children and young people today than in the last few decades, but it is still more common in adults. Teenagers are more likely to experience depression than young children.

Self-harm is a very common problem among young people. Some people find it helps them manage intense emotional pain if they harm themselves, through cutting or burning, for example. They may not wish to take their own life.

1190

Children and young people with **generalised anxiety disorder** (GAD) become extremely worried. Very young children or children starting or moving school may have separation anxiety.

Post-traumatic stress disorder can follow physical or sexual abuse, witnessing something extremely frightening or traumatising, being the victim of violence or severe bullying or surviving a disaster.

1195

Children who are consistently **overactive** ('hyperactive'), behave impulsively and have difficulty paying attention may have Attention Deficit Hyperactivity Disorder (ADHD) Many more boys than girls are affected, but the cause of ADHD isn't fully understood.

Eating disorders usually start in the teenage years and are more common in girls than boys. The number of young people who develop an eating disorder is small, but eating disorders such as anorexia nervosa and bulimia nervosa can have serious consequences for their physical health and development.

1200 **Professional help**

If your child is having problems at school, a teacher, school nurse, school counsellor or educational psychologist may be able to help. Otherwise, go to your GP or speak to a health visitor. These professionals are able to refer a child to further help. Different professionals often work together in Child and Adolescent Mental Health Services (CAMHS).

1205 Most support for troubled children and young people is provided free by the NHS, your child's school or your local council's social services department.

The UTC will support the young person to seek professional help.

Confidentiality

1210 The professionals supporting your child will keep information about them and your family confidential. Young people can seek help on their own, either by ringing a helpline or by approaching a professional directly, but your consent is usually needed for them to get medical care if they are under 16. Young people have a right to privacy if they do not want to talk to you about their conversations with professionals, but you should still respond sensitively if they seem to be upset.

1215 **Safeguarding and Child Protection Policy**

Appendix 8: Safeguarding children and young people from sexual exploitation

1220 Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Ethos

Silverstone UTC will promote healthy friendships and relationships through their whole school ethos, child protection and behaviour policy, and anti-bullying work.

1230 The Designated Senior Person for child protection will work to raise staff awareness of the risk factors, signs and indicators, useful resources and details of local services.

The UTC will ensure that students know who they can see or where they can go to gain advice and information about sexual exploitation.

Information for students

1235 Messages about healthy relationships and risky behaviour will be taught through Personal, Social and Health Education (PSHCE). A wider range of topics relevant to the age and experiences of young people that may be covered includes:

- Respect and responsibilities.
- Awareness of unhealthy relationships, sexual exploitation and grooming.
- 1240 • Understanding of dangerous and exploitative situations.
- Exploring gender stereotypes and gender roles.
- Increasing awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure.
- Building skills and confidence in developing positive, healthy relationships.

1245

In the lessons

Young people need to feel safe and confident to fully participate in lessons and discussions. It is important to create a safe learning environment.

- 1250
- *Agree ground rules with young people, including confidentiality. Confidentiality should be maintained in line with the school policy and the UTC safeguarding policy.*
 - *Model behaviour – be aware of values and attitudes, preconceptions and feelings. Be prepared to challenge any inappropriate language and attitudes including stereotyping. Recognise diversity within the teaching group and be aware of gender groupings. Consider whether mixed or separate gender groups are appropriate.*
- 1255
- *Build trust – this sets the tone for lessons and helps to reinforce positive relationships.*
 - *If using external teaching staff, ensure that school based staff are also involved in the lesson(s).*

E-safety and child sexual exploitation

1260 All children and young people are at risk of online sexual exploitation. The UTC will ensure that their e-safety procedures are robust and that pupils are taught online safety skills so they know:

- Online risks.
- How to recognise unsafe online contact.
- To be confident to report any concerns about themselves or others to staff in school staff.

For further information, please refer to the E-Safety Policy.

1265

Safeguarding and Child Protection Policy

Appendix 9: Safeguarding children linked to domestic violence

What is domestic violence?

In 2013, the government agreed to define domestic violence as "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality." The definition of "coercive behaviour" was expanded to explain it is "an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten." The definition of "controlling behaviour" was expanded to explain it is "a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour."

Types of abuse

These include:

- Physical abuse - hurting people physically, by kicking, punching, beating, slapping, strangling, burning, biting etc.
- Sexual abuse - forcing people to have sex when they don't want to, or to perform sexual acts they are not comfortable with.
- Financial abuse - taking control of somebody's money and not allowing them choice. This makes it more difficult for the person to get away from their abuser and get help.
- Emotional or psychological abuse - destroying a person's feeling of self-worth or independence. This can be by:
 - Verbal abuse (blaming, shaming, shouting).
 - Keeping a person away from their friends or family.
 - Threatening or intimidating behaviour.
- Controlling behaviour.
- [Elder abuse](#) - when harm is done to an older person by a family member or partner. This happens in a relationship where there is an expectation of trust, and often to somebody with a disability or illness.
- Certain cultural practices such as:
 - Female genital mutilation - this is against the law even when the girl or woman is taken abroad for the procedure to be done.
 - "Honour" violence - when women are punished for bringing shame on the family by doing something which is not permitted in their culture. For example, inappropriate dress, seeking divorce, having a boyfriend from another group of society, pregnancy outside of marriage.
 - Forced marriage - marriage forced to take place without the consent or free will of the person getting married.

1305 Domestic violence happens right across society, whatever gender, race, sexuality, social class or age people are.

Other names sometimes used for domestic violence are "intimate partner violence" (IPV) or "domestic violence and abuse" (DVA), or "honour based violence" (HBV).

What are the effects of domestic violence?

1310 Domestic violence has far-reaching effects on the victim, both physically and mentally. It also has strong links with child abuse, and its cost to society as a whole is enormous.

Effects of domestic violence on children

Depending on their age some possible effects are:

- Physical injuries.
- Sexual abuse.
- 1315 • Behavioural difficulties.
- Learning difficulties.
- Slow speech and language development.
- Bedwetting.
- Nightmares.
- 1320 • Not doing so well at school as they should.
- Not making friends.
- Anxiety.
- Depression.
- Self-harm.
- 1325 • Drug and alcohol abuse.
- Loss of a parent.
- Change in their relationship with their mother.
- Insecurity - they don't feel safe in their own home.