Safeguarding and Child Protection Policy

Status:	Statutory
Member of Staff Responsible:	Designated Safeguarding Lead
Designated Person responsible for Safeguarding:	Assistant Principal
Deputy Designated Person responsible for Safeguarding:	KS4 & KS5 Learning Managers
Governor with responsibility for Safeguarding:	Sally Roberts

Associated policies and documentation:

- Behaviour management
- Anti-bullying
- Health and safety
- Financial Probity & Whistle Blowing
- Internet Safety Policy
- Single Central Record
- Whistleblowing
- Staff Code of Conduct
- SCSB Reasonable Force Guidance

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Next Review Date: January 2022

Signed by: Chair of Governors:		**Principal:**	
Date:		**Date**:	

Policy Version Number	Version Description	Date of Revision
1	Team update Covid-19 update	June 2020
2	Team update Return to school update	September 2020

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1.0 Introduction

The UTC Sheffield Trust 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,

- Acting in accordance with the following legislation and statutory guidance:

The Children Act 1989 & 2004 The Education Act 2002 (section 175)
The Education (Pupil Information) (England) Regulations 2005
Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)
Working Together to Safeguard Children (DfE, April 2018)
Keeping Children Safe in Education (DfE, September 2020)
The Prevent Duty: Advice for Schools and Childcare Providers (August 2015)

- providing a safe environment for young people to learn in;
- identifying young people who are suffering, or likely to suffer, significant harm;
- taking appropriate action to see that such young people are kept safe, both at home and at the UTC;
- following safeguarding protocols set by SCSP;
- working productively in partnership with all external agencies;
- maintaining appropriate records for monitoring and review.

The UTC Sheffield Trust 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 school whom they can approach if they are worried or are in difficulty;
- make students aware that there is an UTC Safeguarding Policy and opportunities for discussion are available;
- include in the curriculum activities and opportunities for PSHE/Citizenship 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;
- ensure that the Safeguarding Team work closely with the inclusion team and where appropriate, will establish links with additional agencies in order to support students who are in need of specialist support.

2.0 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 safeguarding/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.
- make explicit the UTC's commitment to the development of good practice and sound procedures.
- ensure that safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

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

1) ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
2) raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
3) developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse;
4) supporting students who have been abused in accordance with his/her agreed child protection plan;
5) establishing a safe environment in which children can learn and develop.

3.0 Underpinning Values

Where there is a safeguarding issue, the 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.

- Parents will be advised about the Safeguarding Policy on admission to the UTC in the welcome meeting. A copy of the Policy is available on the UTC website.

- 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.

- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.

- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.

- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.

- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding welfare of children.

4.0 Roles and Responsibilities

4.1 Safeguarding is everyone's responsibility

As adults and/or professionals or volunteers at the UTC, everyone has a responsibility to safeguard children and adults and promote their welfare. Child protection is a part of safeguarding and promoting welfare. This 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 agencies and professionals should:

- be alert to potential indicators of abuse or neglect;
- 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
- Identify children who may benefit from early help and liaise with the designated safeguarding lead and other professionals / agencies to support identification, assessment and in some cases act as the lead professional in undertaking an early help assessment.

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care Sheffield Safeguarding Hub ☎ 0114 273 4855 and/or the police immediately. Anybody can make a referral.

If you are concerned that an adult is in need of services or has had their capacity to provide adequate care to a child affected by their vulnerability or may be suffering abuse or exploitation a referral should be made the Designated Safeguarding Lead (DSL) or Deputy (DSD).

Adults working in the UTC are also able to raise concerns through the 'Whistleblowing Policy' if they have concerns about the UTC's safeguarding regime. Concerns can be raised with SLT, and if necessary the Executive Principal. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

4.2 Governing Body

In accordance with the DfE's document Safeguarding Children in Education, the Governing Body will ensure that:

- the UTC has a Safeguarding policy and procedures in place, and the policy is made available to parents on the UTC website and take into account the procedures and practice of the local authority and SCSP.
- the UTC has a staff code of conduct (within the staff handbook) which outlines acceptable use of technologies, staff/student relationships and communications using social media.
- there is awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for young people learning within the UTC.
- young people at risk of significant harm are identified and procedures for reporting concerns are provided and resolved through a coordinated offer of early help and inter-agency working.
- the UTC operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- the UTC ensures that all staff members undergo safeguarding and child protection training at induction and that this in line with advice from SCSP. This including reading at least Part 1 and Annex A of Keeping Children Safe in Education (DfE, September 2020) and the UTC Safeguarding policy.
- the UTC has appropriate filters and monitoring systems to safeguard children when completing work online.
- the UTC ensures that children are taught about safeguarding including online.
- there are procedures for dealing with allegations of abuse against members of staff and volunteers.
- safeguarding responses to children who go missing from education, especially on repeat occasions are put in place.
- a senior member of the UTC's leadership team is designated to take lead responsibility for dealing with Safeguarding (SLT Link) and a designated teacher will promote the educational achievements of children who are Looked After.
- they comply with their duties under legislation and ensure that the policies, procedures and training at UTC Sheffield are effective and comply with the law at all times and that action is taken in a timely manner to safeguard and promote children's welfare.

The SLT Link, in addition to basic child protection training, is trained in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB) and Prevent awareness training and has refresher training annually.

- the Principal, and all other staff who work with students, undertake appropriate training which is kept up-to-date by refresher training at least every three years for level 1, and every two years for level 2 and above. 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 Governing Body are rectified.
- the Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Executive Principal and is nominated to liaise with designated officers.
- the Executive Principal will deal with any allegations made against the Principal in consultation with the Chair of Governors.

- policies and procedures are reviewed annually; whenever there are changes to the Policy or its Appendices, all staff will be made aware of this.
- there is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the UTC, liaise with the DSL and provide information and reports to the Governing Body.

4.3 The Principal

The Principal will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
- sufficient resources and time are allocated to enable the DSL and Safeguarding team discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of students.
- 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.

4.4 SLT Link

The SLT link will be the designated safeguard lead and will:

- co-ordinate 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;
- 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;
- ensure all staff and Governors receive Level 1 training in child protection and DBS checks if appropriate;
- ensure that all new staff are properly inducted apropos child protection;
- liaise with the UTC governor with special responsibility for safeguarding and child protection on all matters relating to child protection and provide to the Governing Body a report for every Governors Meeting and a presentation once a year which will review how duties have been carried out.
- ensure the UTC governor with special responsibility for child protection receives appropriate training in child protection and attends termly meetings with the DSL.
- support staff members in liaising with other agencies as part of an early help assessment and if appropriate set up inter-agency assessment.
- review early help and other support and refer to children's social care if the child's situation is not improving.

4.5 Safeguarding Team

Details of the Safeguarding Team are shown in Appendix 6.

4.6 All staff

All staff at the UTC will:

- make sure they are fully conversant with the safeguarding policy and Keeping Children Safe in Education (DfE, September 2020)
- respond to any issues or concerns as laid out in this policy
- refer any issue as soon as is practicably possible using the appropriate pro-forma
- wear identification at all times
- challenge anyone on site who is not wearing appropriate identification.

5.0 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. Risk analysis involves scrutiny of the wide range of factors, which might impact on a young person or as a member of a particular grouping. A composite picture has to be put together; single factor explanations or reasons are seldom, if ever, adequate. Abuse may cover more than one category; it can be argued that young people who are physically or sexually abused are inevitably also emotionally abused.

5.1 Definitions of abuse and neglect

Abuse and neglect are forms 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. the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: This may involve hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child. It may also occur when a parent or carer feigns symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated or Induced Illness (FII) or Munchausen Syndrome by proxy

Emotional Abuse: This is the persistent maltreatment of a child such to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless and 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 the child's developmental capacity, as well as overprotection and limitation of exploration, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Sexual Abuse: This 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 looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: This 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 may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child

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:

- child sexual exploitation (CSE) – see also below
- children missing from education – see also below
- children missing from home or care
- bullying including cyber bullying
- domestic violence
- drugs and alcohol
- fabricated or induced illness
- faith abuse
- 'honour based' violence – see also below
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- peer on peer abuse including bullying (including cyberbullying), sexual violence, sexual harassment and sexting
- serious violence
- contextual safeguarding – see also below
- County Lines – see also below

Identifying cases of 'honour based' violence including Female Genital Mutilation (FGM), and Forced Marriage

Any indications that 'honour based' violence including Female Genital Mutilation (FGM) and Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- our UTC is an 'open environment', where students feel able to discuss issues that they may be facing.
- the Designated Safeguarding Leads are aware of the issues surrounding FGM and Forced Marriage.
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit.
- awareness raising about FGM is incorporated in the UTC's safeguarding training.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a student has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the student's wishes.
- not to consult or discuss with the student's parents or family, or others within the community.
- there is a statutory duty for any teacher to report to the police any act of FGM on a girl aged below 18 years old.

Child Protection Coordinators are available to give advice on Female Genital Mutilation (FGM), Honour Based Violence and Forced Marriage ☏ 0114 205 3535.

Identifying Child sexual exploitation (CSE)

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 cyber bullying and grooming. Child sexual exploitation can occur through the use of technology without the child's immediate recognition, for example being persuaded to post sexual images on the Internet mobile phones without immediate payment or gain. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The UTC recognises that students may be targeted for sexual exploitation and staff will be vigilant for these indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure and will share information with parents and carers and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect young people who are deemed to be at risk of exploitation

This UTC believes that young people need to understand how perpetrators groom children for exploitation we will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation possible consequences and ways of protecting themselves from the risk of sexual exploitation.

Child Sexual Exploitation (CSE) advice can be obtained from the Sheffield Sexual Exploitation Service on 0114 2018645; referrals in regard to CSE will be made to Children's Social Care.

Identifying and Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage students to respect the fundamental British values of democracy see the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subjects in the UTC and where political issues are brought to the attention of the students reasonably practical steps have been taken to offer a balance presentation of opposing views to students.

We also have a duty under the Counter Terrorism and Security act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice discrimination or extremist views including to derogatory language displayed by students or staff will always be challenged and where appropriate dealt with.

We shall share information with the first response team and / the Sheffield Police Prevent Team when appropriate. We will also work with Sheffield's Channel Panel in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

All staff receive awareness raising and training in regard to preventing extremism and radicalisation through WRAP training and Channel training and all students complete Channel training. Internet access is monitored through suitable filtering mechanisms.

Concerns should be shared through internal safeguarding processes leading to the DSL. In an emergency where safety is threatened a 999 call should be made.
Channel contact: Steven Hill 0114 273 4850.

Peer on Peer abuse

Abuse is not always due to the actions of adults; sometimes young people abuse other young people. Emotional abuse may involve bullying including isolating a particular young person, derogatory name-calling and or making threats. It may include online bullying through social networks, online games and mobile phones, sexual violence, sexual harassment, up-skirting and sexting. Bullying behaviour can include physical assault e.g. hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm which will be dealt with through application of the behaviour and anti-bullying policies.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"

The UTC works with young people, parents and staff to create an ethos of mutual respect and will robustly address concerns that young people are suffering abuse due to the behaviour of other students. Students are encouraged to talk if they have worries and concerns, both peer to peer and with staff. Problems can be reported confidentially and anonymously via the Safeguarding team. Parents and carers are also encouraged through communications and induction events to talk to staff if they have concerns and should refer the matter to the DSL if they feel the matter is not being

addressed or the situation is not improving. Members of the Inclusion team will ensure that victims, perpetrators and any other child affected by peer on peer abuse continue to be supported and monitored after an event.

Young people may also sexually abuse and exploit children or other young people through Sexual violence, Sexual harassment and Sexting. Staff need to inform the designated safeguarding lead (or deputy), as soon as practically possible. Staff should not view or forward illegal images of a child and therefore reporting must be managed with two members of staff present, preferably one of them being the designated safeguarding lead or a deputy, but certainly a member of SLT. The designated safeguarding lead (or a deputy) should ensure that they are engaging with children's social care and specialist services as required and that all necessary risk assessments have taken place by the UTC and or professional risk assessments by social workers if required.

If the concerns are in respect of an allegation of a criminal nature the school may share information with the police without reference to the parents, carers or the young person e.g. physical assault, sexual assault, and sexting. In regards to allegations or concerns that a young person has demonstrated harmful sexual behaviour we will follow the SSCB procedure in this regard and also share information with the young person or young people involved with social care. In order to protect all students in the UTC we may need to impose disciplinary sanctions in regards to a young person who was harmed or may pose a risk to another young person or implement risk management procedures which may restrict the movement of the young person in our setting or restrict activities. If there are concerns that a young person attending this UTC may have been seriously harmed or at risk due to the actions of young people within the community but not attending the UTC we will share information appropriately with other agencies to safeguard and promote their welfare.

All incidents of peer to peer abuse are recorded by members of the inclusion team and reviewed by the SLT on a weekly basis. The incidence of Peer to Peer abuse is reported to the Governing body every few months.

Identifying Children missing education (CME)

This UTC is aware of and implements in full the requirements of the statutory guidance for children and young people who are missing from home and / or education. Local procedures for notifying the local authority and parents are available understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect young people. The UTC will inform the local authority of any student of compulsory school age who has been absent for 10 or more days continuous absence or fails to attend school regularly or is to be deleted from the admission register for any reason. Evidence of the student's next destination will be requested. An identified member of the admin team will alert the Vice Principal and Senior Leader of inclusion to on a daily basis as a result of daily calls home for unauthorised and or prolonged absence. All staff are reminded to be vigilant regarding attendance, reporting unauthorised absence immediately to a member of the inclusion team. Attendance concerns reviewed by the SLT on a weekly basis.

Serious violence

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

Contextual Safeguarding

One concept that has been brought included in Keeping Children Safe in Education 2020 that wasn't there before is the research by Dr. Firmin at the University of Bedfordshire on safeguarding adolescents, particularly in their social settings beyond school. Her research is about informing policy and practise. The research shows how important it is that the assessments of children take into account all of their social sphere, not only that at school.

More information can be found on the Contextual Safeguarding Network's website

https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding

County Lines (CCE)

Child Criminal Exploitation: county lines criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county 81 lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism102 should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Early Support & Family Common Assessment Framework (FCAF)

Most early help support needs will be met by the area-based Multi-Agency Support Teams (MASTs). The MASTs can be contacted for advice on a single number ☏ **0114 203 7485.**

To request MAST support, an **Early Help Assessment part 1** form should be completed. Requests for MAST support are considered at **Early Help Gateway Meetings (EHGMs).** These involve face-to-face multi-agency discussion about who is best placed to support the family at an early help level **(Level 3 on continuum).**

Where discussion at the **Early Help Gateway Meeting** identifies more complex needs, or where support at Level 3 has been provided but not led to positive outcomes, the case will 'step up' to **Level 4** and be considered by the **Multi Agency Complex Case Panel (MACCP).**

The **MACCP** aims to:

- Provide a targeted, tailored and co-ordinated response
- Develop an action plan and identify a lead professional
- Prevent escalation to level 5

An **FCAF/Early Help Assessment part 2** is required to support cases referred to the MACCP.

Practitioners should complete a Common Assessment Framework (FCAF) when:

- Age appropriate progress is not being made and the causes are unclear
- The support of more than one additional agency is needed to meet the child or young person's needs.

An FCAF can be started at any time by a practitioner in order to help understand and assess the needs of a child and family. Staff should discuss children who appear to have additional needs with the Designated Safeguarding Lead or a member of the Safeguarding Team the child and parents. Students can give permission for a FCAF/Early Help Assessment to be carried out without parental permission if they are over 16 and competent to do so. The DSL or DSDs may need to make a referral directly to other agencies, or request the support of Early Help through the area based Multi-Agency Support Teams (MASTs). Staff will follow the guidance of the SCSP Changes to Needs Continuum - accessing the right help at the right time. The UTC will inform the Prevention & Early Intervention Hub when a FCAF/Early Help Assessment is started, and when it is closed, irrespective of whether or not there is a MAST worker involved with the family.

Child in Need – S17 of the Children Act 1989

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under a FCAF/Early Help Assessment, such as a young person with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are 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.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the Sheffield Safeguarding Hub to request an assessment. If parents refuse to give consent, but the young person's needs are not being met, the Designated Safeguarding Lead will discuss the issues with the Sheffield Safeguarding Hub.

Appropriate UTC staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when young people are deemed to require section 17 services.

Some young people in 'acute need' (see SCSP **Changes to Needs Continuum**) may require Child in Need Section 17 support. This could include young people who self-harm or disclose an intent to commit suicide.

Safeguarding

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding Team and the Police. Educational staff refer reasonable concerns which indicate that a young person may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a safeguarding referral under S.47 must therefore provide information which clearly outlines that a young person is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the young person's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the young person's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any young person they must make them known to the Designated or Deputy Designated Safeguarding Leads without delay in accordance with reporting and recording procedures (they can write their concerns on a Safeguarding Referral Form, available on the staff drive, see Appendix 2 and hard copies from reception).

6.0 Procedures

6.1 Procedure for reporting concerns

All members of the UTC community must log child protection / safeguarding statements and concerns on the appropriate forms where a safeguarding concern is disclosed or suspected. These must be logged on CPOMS. If it is a matter that requires immediate attention it should be written on a form (see Appendix 5) and handed to a member of the safeguarding team in an envelope.

If a safeguarding concern is disclosed, the member of staff should complete the form as shown in Appendix 5 and pass to a member of the Safeguarding Team. This form is available on the staff drive in the folder 'Safeguarding Referral Forms' and should be printed off for completion. Blank copies are also available on Reception.

Referrals to Agencies

Where a young person is registered at UTC City, consultation must take place with a member of the Safeguarding Team who will be the most appropriate person to initiate any referral. A written record of concerns should be made on CPOMS or using the UTC Safeguarding Referral Form (see Appendix 5) when CPOMS is not available. This should then be given to the Designated Safeguarding Lead (or a member of the Safeguarding Team) who will then make the decision whether a referral is needed to the Sheffield Safeguarding Hub or the young person's existing social worker. If the young person lives in an authority outside of Sheffield, the matter will be referred by the Designated Safeguarding Lead to the relevant Children's Social Care team in that area.

As per statutory government guidance 'Keeping Children Safe in Education (2020)', anybody can make a referral. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to a member of the Safeguarding Team, or there would be an unwarranted delay by doing so, the member of staff should speak to the Principal, who will advise on contact with the Sheffield Safeguarding Hub to discuss concerns. If the Safeguarding Team or the Principal are unavailable, the member of staff should contact the Sheffield Safeguarding Hub directly. In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible.

For referrals/advice Sheffield Safeguarding Hub, ☏ 0114 2734855 (24hrs).

The Sheffield Children Safeguarding partnership (SCSP) has an advice line for Professionals who have concerns about any of the Children they are working with.

- **Safeguarding Children Advisors, Education:**

Bea Kay ☏ 0114 273 5655**;** email: bea.kay@sheffield.gov.uk

Flora Bandele ☏ 0114 205 3714; email: flora.bandele@sheffield.gov.uk

The DSL or DSDs 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 the is suspicion that a child is being abused

  or

- Where there is evidence that a child is being abused

Appendix 1 details signs that may indicate a safeguarding issue.

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 Governors.

The DSL 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.

All staff 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.

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

7.0 Safer Recruitment and Training

The Sheffield UTC Trust will operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff, Governors, Trustees and volunteers who will work with children, including identity checks, mental and physical fitness references, enhanced DBS checks including a barred list check for those involved in regulated activity, prohibition checks and qualifications and the right to work in the UK verification. If a person has worked outside of the UK further checks may be made if deemed appropriate. The UTC's processes conform to the guidance given in Safeguarding Children: Safer Recruitment in Education document and local safeguarding board guidelines. Gaps in an applicant's employment history will be followed up, as will instances where the applicant's last school is not given as a point for references. All senior staff and appropriate Governors who sit on recruitment panels 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.

All Governors will have an enhanced DBS check.

Newly appointed staff including temporary and volunteers, will have initial training in child protection as part of their induction programme. They will be made aware of the UTC and local Safeguarding Children Board procedures as part of that induction programme. They will be asked to sign to say they have read and understood the Safeguarding Policy, staff code of conduct and a copy of Part One and Annex A of the government guidance 'Keeping Children Safe in Education September 2020'.

Any reason for staff to be having personal social contact with students at the UTC must be explained to the Principal with the rationale and any safeguarding actions required will be recorded. Staff will also attend the Level One Safeguarding and Promoting the Welfare of Children and Young People training within six months of joining the UTC. The initial child protection training given to each member of the service should be updated every three years and recorded.

All members of the Safeguarding Team will attend Sheffield Safeguarding Courses at Level Two and above annually in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy.

The UTC Sheffield Trust will establish a Single Central Record which will be held as required by local safeguarding and DfE guidance. The Single Central Record covers all staff including supply and trainee teachers who work in the school and members of the Governing body and Trustees.

Any staff member, volunteer or governor who becomes the subject of a Police investigation in relation to physical or sexual offences against adults or children, or is charged with such a criminal offence, must inform the Principal. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with young people, whether received before or during their employment at the UTC. The Principal will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to safeguarding investigations must inform the Principal. The Principal will discuss with the Local Authority Designated Officer (LADO) with regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

The UTC has procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Where the UTC dismisses or ceases to use the services of a teacher/member of staff because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the UTC will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

This UTC recognises the importance of professional reflective supervision when working with vulnerable children. Arrangements are in place for the Designated Safeguarding Lead to have regular and scheduled supervision. This will be in the form of peer support between members of the Safeguarding Team, and will take place in regular scheduled meetings. The Safeguarding Team offer appropriate support to other staff within the UTC according to need or at their request.

S128 Checks

The S128 checks that people have not been prohibited from the management of a school. In the past, the guidance simply said that this applied to people in management positions. Keeping Children Safe in Education 2019 now specifies what that means: governors/trustees, headteachers, members of the Senior Leadership Team and departmental heads. If someone has been prohibited from the management of schools, then this will appear on their DBS certificate. This record is kept locally on the Single Central Record (SCR).

Online Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, Smart TVs, webcams etc. place an additional risk on our children.

Internet chat rooms, discussion forums, social networks, apps and games can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be young people, to have conversations with young people and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of young people. The internet has become a significant tool in the distribution of indecent photographs of young people and should be a concern to all those working with students at this UTC.

Students can engage in or be a target of cyber bullying using a range of methods including text, instant messaging, apps and social media to reach their target. Mobile phones are also used to capture violent assaults of other young people for circulation (happy slapping), or distributing indecent images of young people (e.g. sexting).

The best protection is to make students aware of the dangers through curriculum teaching particularly PSHE and sex and relationship education.

Software is in place to minimise access and to highlight any one accessing inappropriate sites or information.

Students will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable.
(If this results in safeguarding concerns the school's Designated Safeguarding Lead should be informed immediately).

Students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.

Students should adhere to the UTC guidance on new technologies.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

8. 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 n Appendices 3a and b.

9. Record keeping

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

- State who was present, time, date and place;
- Use the student's words wherever possible;
- 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 then uploaded to CPOMS. Records may also be logged directly on CPOMS.

If in doubt about recording requirements staff should discuss with the DSL.

The UTC will:

- 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 or uploaded to CPOMS;
- Ensure that access to information within safeguarding files is decided only by the Principal, Designated Safeguarding Lead and the Safeguarding Team.

CPOMS should be used to keep records. When CPOMS is not available the UTC recording form can be used. Appendix 5 contains a copy of the UTC recording form. Safeguarding referral forms for specific areas, localities or local authorities are downloadable from their websites as required.

10. Supporting Children at Risk

The 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. The UTC Sheffield 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.

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 PSHE and Citizenship curriculum which will encourage self-esteem and self-motivation;
- the provision of enrichment activities to raise awareness of a range of issues for example personal safety and the safety of other;
- promoting a positive, supportive and secure environment which gives students a sense of being respected and valued;
- a coherent management of behaviour;
- 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 school setting;
- recognising the additional barriers that can exist for children with special educational needs and disabilities, for example through any communication difficulties and or the impact of events such as bullying.
- liaison with other professionals and agencies who support children and parents;
- 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.

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 profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Useful Contact Information: See Appendix 2a.

10.1 Private fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. The UTC will encourage this information to be shared when such arrangements take place. In some cases, such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. In such cases the UTC will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

10.2 Extended Homestays

Where a period of UK homestay lasts 28 days or more, for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to private fostering under the Children Act 1989. In these cases the UTC will notify the local authority of the arrangements. Private fostering legislation places a duty on local authorities to satisfy themselves that the welfare of a child who is being, or proposed to be, privately fostered in their area is being or will be satisfactorily safeguarded and promoted. By notifying the local authority, the UTC will be assisting the local authority in discharging its duty.

11.0 Monitoring and Review

This policy will be monitored regularly to assess its implementation and effectiveness. The designated member of staff responsible will provide an annual report to the Governing Body and interim reports on request. The policy will be reviewed by the Governing Body as per the published policy review cycle.

Appendix 1

SIGNS AND SYMPTOMS OF ABUSE

1. **NEGLECT**

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

INDICATORS

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

2. **PHYSICAL**

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
- Munchausen's Syndrome by Proxy (MSP)

SIGNS

Unaccounted for injuries	Bite marks
Repeated injuries	Fractures
Bruises	Burns/scalds
Slap marks	Cut lips
Fainting	

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 school
Fainting

3. SEXUAL

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

- 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
- 16% of young people experience sexual abuse during their childhood (out of class of 30 / 4.8 young people & NSPCC says 31% of those do not disclose, even in adulthood).

SIGNS

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

INDICATORS

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

4. EMOTIONAL

Persistent or severe emotional ill-treatment / rejection:

- Withholding love & affection
- Constantly shouting, threatening or demeaning
- Being overprotective e.g. not mixing with others
- 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

NON-SPECIFIC INDICATORS

- Inexplicable physical fear
- Nerviness/jumpiness
- Unwillingness to go home
- Bullying
- Inappropriate behaviour towards other young people
- Self-abuse
- Behaviour especially noticeable at the UTC:

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

- **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:-

a) Hysterical attacks
b) Truancy or running away from home
c) Suicide attempts and self-mutilation
d) Dependency on alcohol or drugs

More information about understanding and identifying abuse and neglect is provided in the document 'What to do if you are worried a child is being abused - Advice for practitioners (March 2015). The NSPCC website (*www.**nspcc**.org.uk)* also provides useful additional information.

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.

Useful Contact Information

Sheffield Children Safeguarding Partnership

Worried about a child?

If you are worried about a child or young person and wish to report or discuss your concerns that they are being abused or neglected, ring Sheffield 0114 273 4855.

You can ring 24 hours a day, 7 days a week.

NSPCC Helpline: 0808 800 5000 and website https://www.nspcc.org.uk/

Child Line: 0800 1111

Sheffield Fruitbowl: a youth group for lesbian, gay, bisexual and transgendered (LGBT) young people of secondary school age in Sheffield

Contact: Ash or Belinda 0114 241 2728 Call/text 07974 825318

Forced Marriage/Domestic Abuse: 0808 808 2241 email help@seffielddact.org.uk

Sheffield Community Youth Teams

CYTs welcome referrals from young people or parents/carers and professionals working with young people www.sheffield.gov.uk/cytt

Syeda South Yorkshire Eating Disorders Association www.syeda.org.uk

Department of Health Sexual Health Helpline

www.sheffieldsexualhealth.nhs.uk/young-people/i-need-someone-to-talk-too

Mental Health www.youngminds.org.uk

*'Prevent, Police and Schools' has been written in consultation with the Department for Education and the Home Office. It aims to explain Prevent in a school context, to indicate ways in which police teams and teachers can work together and to highlight some of the different approaches that have been taken across the country to date.

https://www.gov.uk/government/publications/prevent-duty-guidance

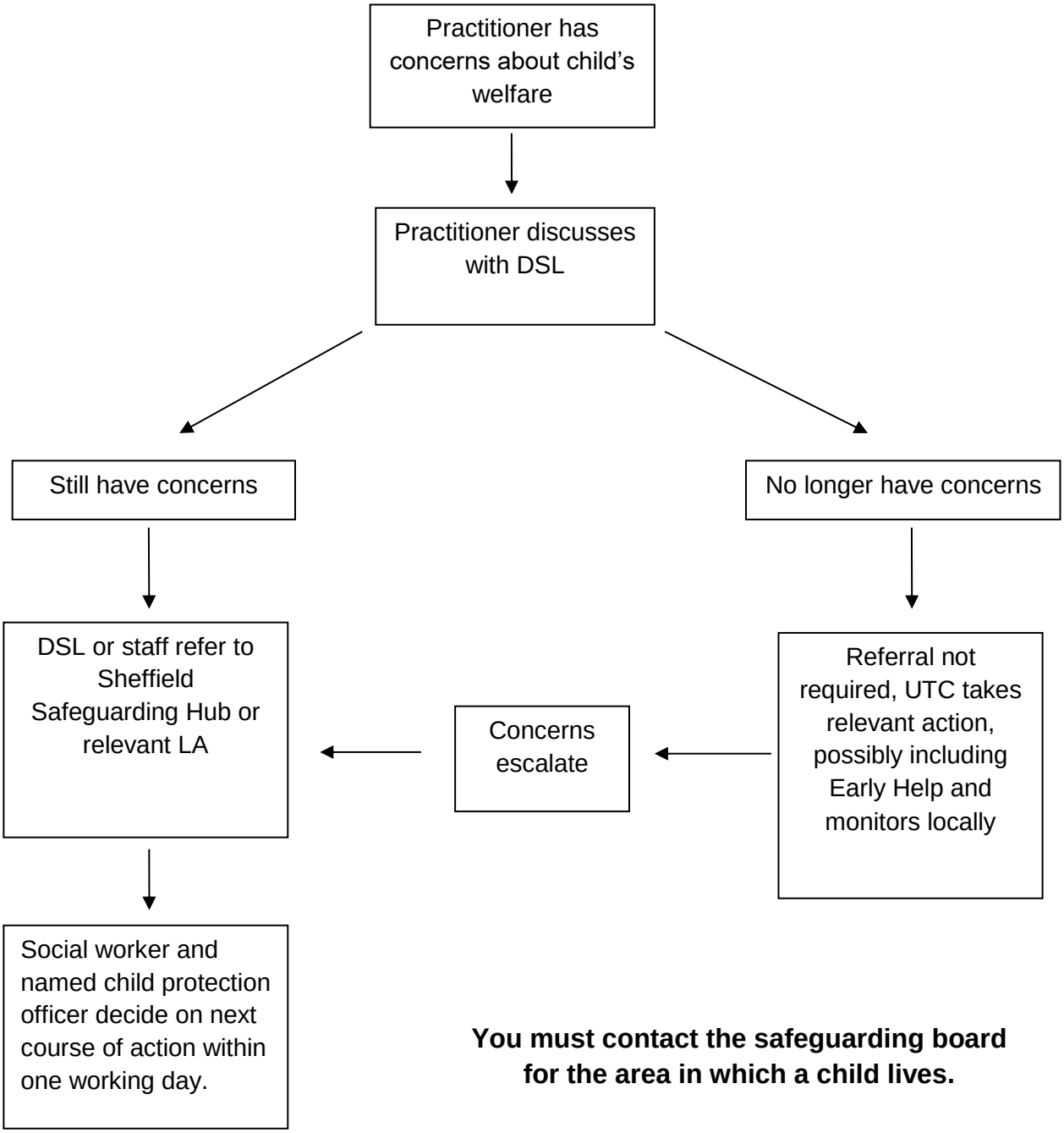
Multi-agency statutory guidance on female genital mutilation
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Any child may benefit from early help, but all school and college 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.

Appendix 2b

Flow Chart – What to do if you have concerns about a child



You must contact the safeguarding board for the area in which a child lives.

Appendix 2c

Managing Allegations of abuse against a colleague or yourself

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 Principal. 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 Principal and all further responsibility for gathering information and deciding what happens next will rest primarily with social services. Information of allegations of a safeguarding 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). Adults working in the UTC are also able to follow the 'Whistleblowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff.

If an allegation is received by the Principal or Chair of Governors, 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 she/he is unsuitable to work with children.
- 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 Executive Principal in consultation with the Chair of Governors.

  If the allegation is against the Executive Principal, it should be dealt with by the Chair of the Sheffield UTC Academy Trust.

  All allegations should be notified to the Local Authority Designated Officer (LADO) of the area in which the student lives within one working day.

  A LADO referral form can be downloaded from the Safeguarding Children website – www.safeguardingsheffieldchildren.org.uk completed and returned to the LADO inbox via secure email or faxed to the LADO.

  This initial conversation will establish the validity of any allegation and if a referral is needed to the Sheffield Safeguarding Hub. If this is the case, a section 47 Child Protection strategy meeting will be called that the Principal/Executive Principal/Chair of Governors should attend. If there are concerns about the behaviour of a person in a position of trust, which requires consideration by other agencies or organisations, the LADO will convene a Joint Evaluation Meeting (JEM) to consider the issues and any action required.

The decision of the strategy/Joint evaluation meeting could be:

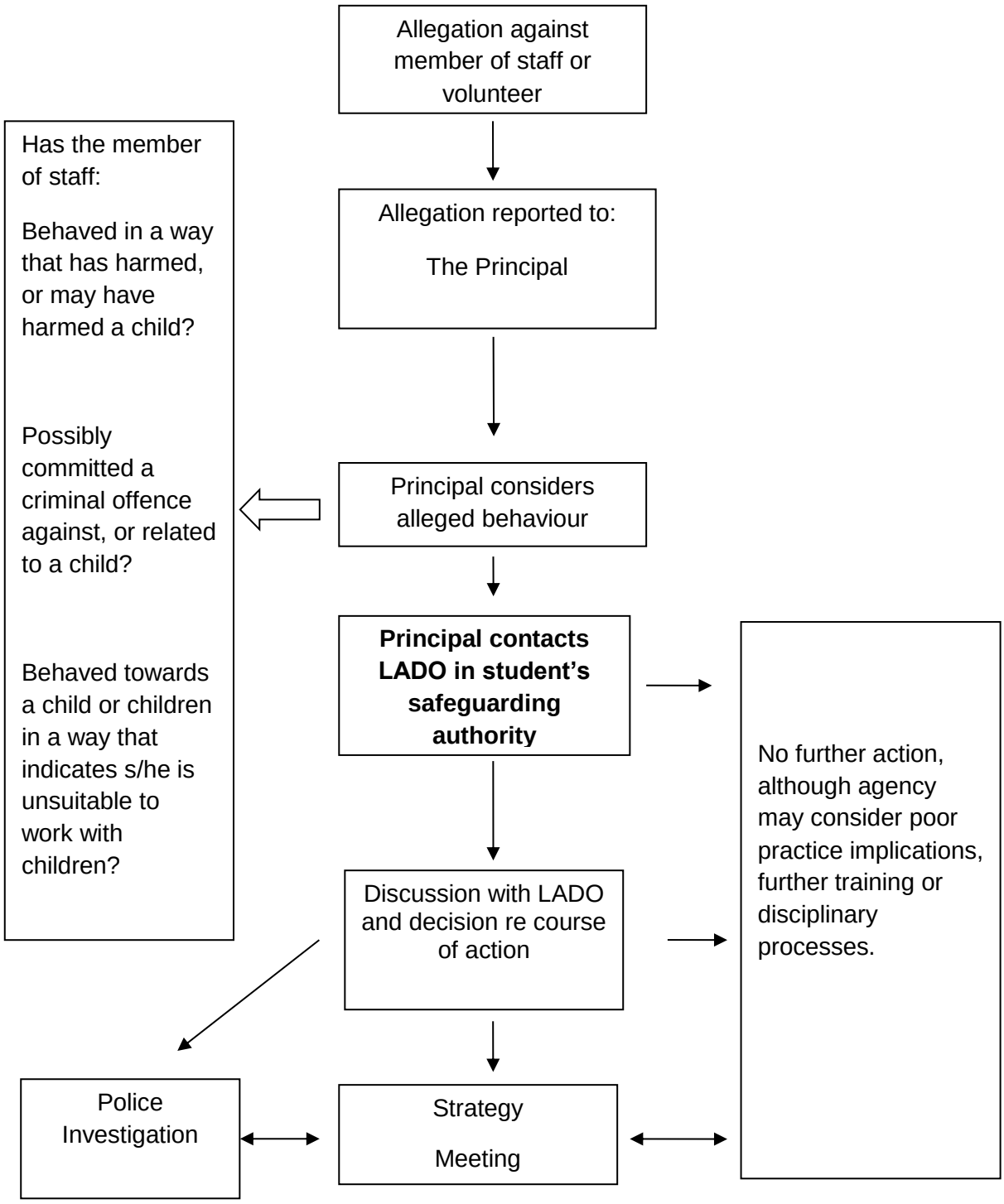
- Investigation by children's social care.
- Police investigation if there is a criminal element to the allegation.
- Single agency investigation completed by the UTC, which should involve the Schools Senior HR advisor at The Sheffield College.

The fact that a member of staff offers to resign should not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the UTC will undertake investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the UTC when necessary in line with current guidance.

Appendix 2d

Flowchart - Managing allegations against colleagues



Assessment by Children's Services e.g. S47 Child Protection Enquiry

LADO tracks progress, monitors outcomes and reports to LSCB and DCSF

Appendix 3

Confidentiality

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."

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. 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.

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 from the County Legal Services Department.

When students transfer to a provider at any time other than key transition points, it may be necessary to inform other partners.

Appendix 4

Guidance on self-protection

1. Do not try to establish contact with students outside of professional channels. This includes contact made through social network websites such as Facebook, twitter and social media apps.
2. Do not give personal details to students: personal phone number/personal email address/face book 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”. Record such incidents on CPOMS with dates and times.
5. Get another adult to witness the allegation, if possible. If you are in a school 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 UTC 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 aware 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 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.

Appendix 4

Guidance on self-protection (Cont'd)

16. Do not use 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.
17. When taking students on any UTC visit, this 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).
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
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.
23. Never pass on confidential information to 'outsiders' – press, Police, CYPS, etc. without first seeking guidance from the Principal.

Appendix 5

Procedure for Reporting Concerns

All members of the UTC community must log child protection and safeguarding statements and concerns on the appropriate form whenever a safeguarding concern is disclosed or suspected. Safeguarding concerns can also be logged through the electronic CPOMs system for which training will be provided. If a safeguarding concern is disclosed, the member of staff should complete a Safeguarding Referral Form (see copy below) and pass directly to a member of the Designated Safeguarding Team – this should not be sent by email. The form can be found in a dedicated folder on the staff drive in the folder marked 'Safeguarding Referral Forms' – this form should be printed off and completed. The Safeguarding Lead will normally decide whether to make a referral to children's social care, but for example if there is immediate risk of serious harm any staff member can refer their concerns directly if necessary.

Appendix 5a

CHILD PROTECTION – DISCLOSURE/INCIDENT RECORD

NAME:	**TG:**	**DOB:**
Person reporting: **Signature:**	**Date:**	
Witness/es:	**Place of incident:**	
Date of incident:	**Time of incident:**	
Details of disclosure/incident:		

Action taken:

Received by: _____ **Date**: _____

CHILD PROTECTION RECORD OF DISCUSSION WITH STUDENT

NAME:	**TG:**	**DOB:**
DATE:		
TIME:		
PLACE:		
PRESENT:		
SIGNATURE OF RECORDER:		

What student revealed:

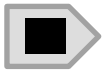
Circumstances leading up to disclosure:

Questions asked of student:

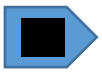
Action taken:

Appendix 5b

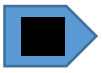
What to do if a student discloses a safeguarding concern:



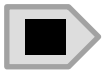
Disclosure by student of a safeguarding concern



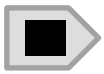
Speak to student then, or arrange an appropriate time before they leave the UTC



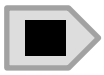
Listen to them and don't ask questions



Do not guarantee confidentiality

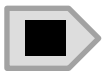


Record what was said on CPOMS

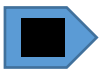


Speak to a member of the Designated Safeguarding Team

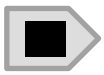
What to do if you suspect a safeguarding issue:



Safeguarding issue is suspected



Log concerns CPOMS



Speak to a member of the Designated Safeguarding Team

If a student discloses abuse to you:

Do not:

- Ask leading questions - this could affect the outcome of any prosecution.
- Prevent the student from writing down their concerns themselves.
- Make assumptions about who the abuser is, even if you seem to have been told.
- Assume that you have the whole story.
- Think that you can handle this alone.
- Offer the student the promise of confidentiality at any time.

Do:

- Pass on the information to the Safeguarding Team.

Protecting yourself against allegations of abuse

You should seek to keep your personal contact with young people under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with young people:

- Work in a room where there is a glass panel in the door or leave the door open.
- Make sure that other adults visit the room occasionally.
- Avoid working in isolation with young people unless thought has been given to safeguards.
- Never give out personal mobile phone numbers, private e-mail addresses or personal internet account details for any service.
- Do not give students a lift in your car (unless this has been specifically agreed by Senior Leadership).
- Do not arrange to meet students outside of UTC activities.
- Never ‘befriend’ or chat to students on social network sites.

The UTC guidance on contact with ex-students is in the Code of Conduct.

Under the Sexual Offences Act 2003, it is a criminal offence for anyone working in an education setting to have a sexual relationship with a student even when the student is over the age of consent but under 18 years of age.

Any use of physical force or restraint against students will be carried out and documented in accordance with the Physical Intervention Policy. If it is necessary to use physical action to prevent a student from hurting themselves or others parents will be informed. Students will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Appendix 6

Designated staff with responsibility for Safeguarding

UTC City Safeguarding Team

Safeguarding Team (trained at Level 2 or above)			
Safeguarding Role	**Name**	**Job Title**	**Tel Ext**
Designated Safeguarding Lead (DSL)	Kay Dulley	Assistant Principal	Radio
Designated Safeguarding Deputies	Jennifer Martindale	Learning Manager	Radio
	Natalie Young	Learning Manager	Radio
	Shaista Khan	Learning Manager	Radio
	Shannon King	Learning Manager	Radio
Team Member	Alex Reynolds	Principal	Radio
Team Member	Nick Crew	Executive Principal	Radio
Team Member	Gavin Walker	Assistant Principal	Radio

Additional roles			
Safeguarding Role	**Name**	**Job Title**	**Tel Ext**
Online Safety Co-ordinator	Kay Dulley	Assistant Principal	Radio
Designated teacher for CLA	Gavin Walker	Assistant Principal	Radio

The Safeguarding Team will:

- Report to the senior member of staff with lead responsibility.
- Know how to make an appropriate referral.
- Be available to provide advice and support to other staff on issues relating to safeguarding.
- Have particular responsibility to be available to listen to young people studying at the UTC.
- Deal with individual cases, including attending case conferences and review meetings as appropriate.
- Have received training in safeguarding issues and inter-agency working, as required by the Local Safeguarding Children Board and will receive refresher training annually for the DSL and every two years for the rest of the Team.
- They will have received safeguarding and child protection updates at least annually to provide the relevant skills and knowledge to safeguarding children effectively.

Designated Safeguarding Lead (DSL)

The responsibilities of this role are as follows:-

- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies.
- Providing advice and support to other staff on issues relating to safeguarding.
- Maintaining a proper record of any safeguarding referral, complaint or concern, even where that concern does not lead to a referral.

- Report to the Principal at least once a week.
- Ensuring that parent(s)/guardian(s) of young people within the UTC are aware of the UTC's Safeguarding Policy.
- Liaising with the LEA, Local Safeguarding Children Boards and other appropriate agencies.
- Liaising with secondary schools which send students to the UTC to ensure that appropriate arrangements are made for the students.
- Liaising with the PA to the Principal / Business & Operations Director to ensure that all staff receive basic training in safeguarding issues and are aware of the UTC's safeguarding procedures.

The Designated Safeguarding Lead will provide an annual report to the governing body of the UTC setting out how the UTC has discharged its duties. This person is responsible for reporting deficiencies in procedure or policy identified by the Local Safeguarding Children Board (or others) to the governing body at the earliest opportunity. In the absence of the Designated Safeguarding Lead, the Designated Safeguarding Deputy will fulfil these duties.

Designated Governor

The designated member of the governing body with responsibility for safeguarding issues is (Mrs. Sally Roberts - contact details can be obtained from the Clerk to the Governors governors@utcsheffield.org.uk). The Designated Governor is responsible for liaising with the Principal and the Safeguarding Deputy on matters regarding safeguarding, including ensuring that:

- The UTC has procedures and policies which are consistent with the Local Safeguarding Children Board's procedures.
- The governing body considers the UTC policy on safeguarding each year.
- Each year the governing body is informed of how the UTC and its staff have complied with the policy, including but not limited to, a report on the training that staff have undertaken.

The Designated Governor is responsible for overseeing the liaison between agencies such as the Police or Social Services in connection with allegations against the Designated Safeguarding Lead or the Designated Safeguarding Deputy. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries. To assist in these duties, the Designated Governor shall receive appropriate training as advised by the Local Safeguarding Children Boards.

Members of Staff

All members of staff will receive Level 1 Safeguarding training, the requirements for which are monitored and reviewed by the Business & Operations Director / PA to the Principal. They will have received safeguarding and child protection updates at least annually to provide the relevant skills and knowledge to safeguard children effectively.

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

Appendix 7

CPOMS Guidance for staff

Use of CPOMS and recording incidents or concerns

We are currently looking to develop the way that we use CPOMS in school to ensure that it operates in the most effective and efficient way possible. Even if you are a key worker for a child you must ensure that CPOMS is up to date with all information. It will be used should another person need to take over that case or attend a meeting.

We have reduced the number of categories on CPOMS to the following:

- Attendance
- Behaviour
- Bullying/friendship related issues
- Cause for concern
- Child Protection Cases Only
- Contact with external agency
- DV/Operation Encompass
- Home/parenting concerns
- Medical issues
- Parental/home contact
- Safeguarding
- SEND

When you alert staff the following groups are available:
- SLT
- Inclusion
- Staff

If you need other members of staff to be included please select them individually.

As well as trying to improve the way that staff use CPOMS, we also want to ensure that the way incidents are recorded is appropriate.

As indicated clearly in the Information Sharing (July 2018) DfE document, recording must always be necessary, proportionate, relevant, adequate, accurate, timely and secure.

When writing up individual incidents on CPOMS or by hand please ensure the following:

- Always be factual
- Provide evidence
- Write professionally, in a concise manner and make sure all incidents are complete and accurate
- Always be objective
- Make sure that names and roles are clear within the record and any other people/professionals involved as well as contact details where possible

- Write the time of the incident and the date at the top of each record on CPOMS (when it actually happened) **DO NOT CHANGE THE DATE AND TIME ON CPOMS** as this will record the accurate time and date the incident is written up
- Make sure any actions are clearly written up
- ANY INCIDENTS THAT NEED IMMEDIATE ATTENTION BY THE SAFEGAURIDNG TEAM OR A CHILD IS IN IMMEDIATE DANGER, CONCERNS MUST BE WRITTEN BY HAND, ON A CAUSE FOR CONCERN SHEET THEN GIVEN STRAIGHT TO A MEMBER OF SAFEGUARIDNG TEAM OR PUT IN AN ENVELOPE AND GIVEN TO THE PA TO THE PRINCIPAL, Nicola Bamford at UTC OLP, WHO WILL MAKE SURE THAT THE APPROPRIATE MEMBER OF STAFF RECEIVES IT.
- Record any key meetings and events that relate to safeguarding on CPOMS and scan copies of meeting minutes and documents provided by professionals into CPOMS.

ALL RECORDS MUST BE PROFESSIONALLY WRITTEN AND RESPECTFUL TOWARDS THE CHILD, THEIR FAMILY AND OTHER INVOLVED PROFESSIONALS. PEOPLE MAY REQUEST ACCESS TO THESE RECORDS OR THEY MAY BE USED FOR OTHER FORMAL PURPOSES, e.g. COURT, CASE REVIEWS OR OTHER REPORTS.

Appendix 8

COVID Update

COVID-19 changes to our Safeguarding and Child Protection Policy

Response to COVID-19

There have been significant changes within our setting in response to the outbreak.

Despite the changes, the school's Safeguarding and Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure**.

Attention is drawn to the UTC COVID-19 Risk Assessment (September 2020 update)

This policy has been remotely approved by Governors on ---------

and is available on the UTC website at --------