

West Midlands UTC

Safeguarding Children Policy

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

This policy is designed to enable the West Midlands UTC (WMUTC) to ensure the safeguarding of children and young people in compliance with the guidance document 'Keeping Children Safe in Education' (September 2016), 'Working Together to Safeguard Children' (March 2015), 'Information Sharing' (March 2015) and 'What To Do If You Are Worried A Child Is Being Abused' (March 2015). In addition WMUTC regularly refers to and complies with information published on the City of Wolverhampton Council website and other relevant Local Authority websites. This policy is available on the school website, on request to parents and carers, the LAs and Ofsted through the Principal.

Through their day-to-day contact with learners and direct work with families, staff at the WMUTC have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Children's Team (Social Care) for the Local Authority that the learner resides in. Staff at WMUTC will work within the procedures and threshold model of Wolverhampton Safeguarding Children Board. (WSCB).

'Safeguarding is everyone's responsibility. If children are to receive the right help at the right time everyone is responsible for identifying concerns, sharing information and taking action'. At all times all staff at WMUTC must act in the best interests of the child and work with the mind-set of 'It could happen here.' Students at WMUTC will be part of a learning environment that

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Comments	This Policy sets out how the WMUTC's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are learners at the UTC.		
Monitoring, Evaluation and Review	The Governing Body will review this document at least every year and assess its implementation and effectiveness in consultation with key stakeholders to ensure that it remains compliant and up to date with changing regulation. This policy will be reviewed in August 2018 or earlier if required. A member of the Leadership team will be retain responsibility for the welfare of students. This member of staff (Vice Principal) will ensure the implementation of this policy. They will monitor and evaluate the impact of the policy and conduct regular consultation with parents, students and staff to ensure that the policy is fit for purpose and being applied consistently.		

	<p>The Principal will review the policy and its impact annually and offer feedback to the Governing body.</p> <p>All staff must read and consider this policy and familiarise themselves with their responsibilities. The UTC requires that all staff sign a declaration that they have read this policy before they start working with children or young people at the UTC.</p>
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1. Introduction

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

- the legal duty to safeguard and promote the welfare of children, as described in the Education Act 2006, the DfES guidance - Information Sharing March 2015, What To Do If You Are Worried A Child Is Being Abused, March 2015, 'Working Together to Safeguard Children' March 2015 and 'Keeping Children Safe in Education' – Statutory Guidance for Schools and Colleges, September 2016.
- WSCB Safeguarding Children Board Procedures, which contain the inter-agency processes, protocols and expectations for safeguarding children.

This document provides the basis for good practice within the UTC for child protection work. It should be read in conjunction with Wolverhampton and other relevant Safeguarding Children Board Inter-Agency Child Protection Policies and Procedures. This document is also in keeping with relevant national procedures and reflect what the UTC considers to be safe and professional practice in this context. Child protection has to be considered within professionals' wider 'safeguarding' responsibilities that include a duty to co-operate under the Children Act 2006.

The procedures in this policy aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and processes that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with the relevant Safeguarding Children Board requirements and procedures. (Wolverhampton SCB requirements are used in the first instance).

WMUTC will therefore:

- establish and maintain an ethos where young people feel secure and are encouraged to talk, and are listened to;
- ensure that young people know that there are adults in the UTC whom they can approach if they are worried or are in difficulty;
- include in the curriculum, company and mentoring activities relating to PSHCE, opportunities 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;
- Learners up until the age of 18 years will be subject to the procedures and protocols of this policy. For learners over the age of 18, as good practice, the UTC will follow the non-statutory elements of the policy to provide appropriate support. For vulnerable learners over the age of 18 such as statemented learners, the protocols and procedures will be

followed but will include a referral if necessary to the Adult Safe Guarding Board of the relevant Local Authority.

2. Purpose

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

2.1. This policy aims to:

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

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

- Ensuring we practice safe recruitment in checking the suitability of staff, business partners and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting children who have been abused in accordance with his/her agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.

3. Underpinning Values

Where there is a safeguarding issue, the UTC will work in accordance with the principles outlined in the Wolverhampton Safeguarding Children Board Inter-agency Child Protection procedures taking note if any differences arise in protocols or procedures of other Local Authority guidelines if the child resides outside of Wolverhampton.

3.1. WMUTC believes:

- learners are best protected when professionals are clear about their individual responsibilities and how they can work together with others;
- a child's welfare is paramount. Each 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 additional educational/ special needs;

- children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances;
- each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings;
- individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare;
- open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration;
- personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis;
- 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 in line with DfE Guidance on 'Keeping Children Safe In Schools' 2014, is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

4. Roles & Responsibilities

4.1. Governing Body Responsibilities

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

In conjunction with the Principal, it will:

- Designate a Governor for Safeguarding (Kerrie Jones) who will oversee the UTC's Safeguarding Policy and practice and champion child protection issues;
- ensure an annual report is made to the Governing Body, on Safeguarding matters to include changes affecting Safeguarding Policy and procedures, Safeguarding training received, the number of incidents/cases (no names) and Safeguarding in the curriculum;
- ensure that this policy is annually reviewed, updated and made available on the UTC website.
- Ensure the Staff Code of Conduct and E-safety policies include staff/pupil relationships, acceptable use of technologies and communications including the use of social media.
- Ensure that the UTC respond appropriately to incidents of sexting and that the issue is included in the curriculum.

- Designate an appropriately trained member of staff as Designated Lead; Currently Claire Gleeson, and ensure that in the absence of the DSL the UTC has more than one appropriately trained deputy.
- Designate an appropriately trained member of staff as Designated Teacher for LAC; currently Simon Smith, and ensure that in the absence of the DSL the UTC has more than one appropriately trained teacher.
- Ensure that staff undertake relevant Safeguarding training at induction which is then regularly updated through a variety of means by the DSL.
- Ensure that appropriate filters and monitoring solutions are in place to protect students from potentially harmful and inappropriate online material.
- Ensure that the recruitment of new staff is compliant with WMUTCs 'Safer Recruitment' policy.
- Ensure that there are procedures in place to handle allegations against staff and volunteers (as described in the Safeguarding and Allegations of Abuse Policy) and that such allegations are referred to the designated officer of the local authority.
- Ensure that through the Professional Conduct and Respect Policy, the Anti Bullying and Harassment Policy, and this policy that the risk of peer on peer abuse is minimised and where reported, dealt with whilst supporting the victims. Peer on peer abuse can take many forms and manifest itself in different ways dependent upon gender, for example girls being touched/assaulted sexually or boys being subject to initiation type violence.
- Through the DSL, ensure that the child's wishes are taken into account when determining what action to take on a safeguarding matter. Actions taken should always be in the best interests of a child and they should have the opportunity to give feedback.

4.2. WMUTC Procedural Responsibilities

The UTC will follow the procedures set out in the Wolverhampton Local Safeguarding Children Board "Safeguarding Inter-Agency Procedures" as a template but consult local procedures in addition for learners that reside outside of these areas.

In addition, staff and leaders in our UTC must 'have regard' to the guidance issued in keeping children safe in education: information for all school and college staff (September 2016)

4.3. The WMUTC Designated Safeguarding Lead (DSL)

The UTC will:

- ensure it has a Designated Safeguarding Lead, Claire Gleeson, Leader of Student Welfare and Safeguarding, and Deputy Safeguarding Leads (Simon Maxfield, Simon Smith) who have undertaken as a minimum, the two-day child protection training course, accredited by an appropriate Local Safeguarding Children Board;
- ensure this training is updated as a minimum every two years in accordance with Government guidance;
- recognise the importance of the role of the Designated Safeguarding Lead and ensure they have the time and training to undertake their duties;
- ensure there are contingency arrangements should the Designated Safeguarding Lead not be available;

- ensure that the Designated Safeguarding Lead will take advice from a child protection specialist when managing complex cases (e.g. relevant Local Authority Education Safeguarding Children Manager);
- ensure that the Designated Safeguarding Lead is responsible for coordinating action where it is suspected that a child is in need, has been harmed, or is at risk of significant harm; ensure they are familiar with Local Safeguarding Children Board procedures and DfE guidance;
- ensure child protection records are maintained.

The Designated Lead for Safeguarding will:

- Refer cases of suspected abuse to the Safeguarding Children Board and support staff who make referrals to the Safeguarding Children Board
- Refer cases to the Channel programme where there is a PREVENT concern and support staff who make referrals as required
- Refer cases where a person is dismissed or left due to risk/harm to a child to the DBS (Disclosure and Barring Service) as required
- Refer cases of possible crime to the Police
- Liaise with the Principal to inform him/her of Safeguarding issues, ongoing Section 47 enquiries and police investigations
- Undertake training at least every two years to enable the fulfilment of their duties and keep updated regularly of developments
- Undertake PREVENT awareness training and be able to provide support and guidance to staff on protecting children from the risks of radicalisation
- Understand and utilise local procedures for the early help and intervention of children (EHA)
- Have a working knowledge of how child protection case conferences are conducted and be able to attend and contribute to these when required to do so
- Ensure all staff have access to and understand the UTC Safeguarding Policy and procedures, including induction of new staff and maintaining communication with part time staff
- Keep detailed, accurate and secure written records of concerns and referrals
- Work with governors, the Principal and others to ensure that the Safeguarding Policy and procedures are updated and utilised effectively when needed
- Ensure that the Safeguarding Policy is available via the UTC's website and updated as needed
- Maintain links with WSCB and make sure that staff are aware of training opportunities and latest local policies on Safeguarding. Ensure that staff
- Where children leave the school or college, ensure their child protection file is transferred to the new school as soon as possible and separately from the main pupil file, with a record of receipt obtained.
- Be available or ensure a deputy is available during term time for staff to discuss any concerns
- Make arrangements for cover that allow out of hours contact to be made with either the DSL or a deputy.
- Coordinate training and regular Safeguarding updates for all staff (at least annually) to ensure they are competent to fulfil their duties. Enrol and maintain records of completed online training available through LSCB.
- Have responsibility as the designated teacher for LAC and ensure that the UTC follow the 'WMUTC LAC and Vulnerable Students Policy'
- Liaise closely with the SENDCO to ensure that the additional safeguarding challenges faced by SEND students are recognised by all staff through raising awareness sessions; including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the

child's disability without further exploration; children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

4.4. The Role of UTC Staff

The UTC will ensure every member of staff knows:

- the name of the Designated Safeguarding Lead and their role;
- that they have an individual responsibility for referring child protection concerns using the proper channels (UTC/education support service procedure) and within the timescales set out in the relevant Local Authority Inter-Agency procedures;
- where the Inter-Agency procedures and UTC/education support service Child Protection procedures are located;
- receive training at the point of their induction and then annually, so that they know their personal responsibility, the local procedures, the need to be vigilant in identifying cases of abuse and how to support and to respond to a child who tells of abuse;
- ensure that all staff, business partner companies and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies.

4.5. The Role of Parents

As agreed in the Home/UTC agreement, parents have the following responsibilities that support the UTC in the safeguarding of all children

- Ensure child attends the UTC regularly, appropriately dressed and equipped and that the UTC is notified in good time, but always on the first day, of any absence
- Sharing information with the UTC on any issues that may affect the wellbeing, learning or conduct of their child or others
- Sharing medical information pertinent to the wellbeing of the child
- Ensure that their child is punctual
- Support the UTC values, policies and procedures in regard to professional conduct and respect
- Support the UTC's zero tolerance approach to violence, intoxicants, discrimination and bullying (including cyber bullying)
- Communicate effectively and openly with the designated safeguarding lead (DSL – Claire Gleeson) on any issue of safeguarding.

4.6. Liaison with Other Agencies

The UTC will:

- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.
- notify the local Children's Team (see Appendix 3) if:

- a) it should have to exclude a learner with a Child Protection Plan (whether fixed term or permanently);
- b) there is an unexplained absence of a pupil with a Child Protection Plan of more than two days' duration from the UTC (or one day following a weekend); or as agreed as part of any child protection or core group plan;
- c) they are concerned about the welfare of any learner with a Child Protection Plan.

5. Child Protection Matters

If a member of staff has significant concerns about any child, they should make them known to the UTC's Designated Safeguarding Lead (Claire Gleeson) or the Deputy DSL's (Simon Maxfield, Simon Smith) through the Concern Form in Appendix 2. The Concern Form in Appendix 2 should be handed to the Designated Safeguarding Lead in person or emailed. **If the form is emailed, the member of staff must contact reception to ensure that the DSL is made aware that a Concern Form is awaiting attention.**

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple concerns will overlap with one another. These concerns may include:

- **Physical abuse**

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child. Typical signs of abuse may include: regular bruising, burns or scalds, bite marks, fractured or broken bones, vomiting, drowsiness or seizures, respiratory problems, or a pattern to injuries. It may also be that the explanation of an injury doesn't appear to match the injury.

- **Emotional abuse**

This involves the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Typical signs of abuse may include: struggling to control strong emotions or having strong outbursts; using language, act in a way or know about things you wouldn't expect them to know for their age; isolation from parents; lack of social skills or having few, if any friends.

- **Neglect**

This involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- b) protect a child from physical and emotional harm or danger;
- c) ensure adequate supervision (including the use of inadequate care-givers);
- d) ensure access to appropriate medical care or treatment;
- e) it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Typical signs of abuse may include: poor hygiene and appearance; health and developmental problems; housing and family issues.

- **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or 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. Typical signs of abuse may include: staying away from certain people or seeming frightened of a person; showing sexual behaviour that's inappropriate for their age, such as being sexually active, being promiscuous or using sexual language; have physical symptoms.

- **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Typical signs of exploitation may include: missing from home or care; physical injuries; drug or alcohol misuse; involvement in offending; repeat sexually-transmitted infections, pregnancy and terminations; absent from school; change in physical appearance; evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites; estranged from their family; receipt of gifts from

unknown sources; recruiting others into exploitative situations; poor mental health; self-harm; thoughts of or attempts at suicide.

- **Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will be vigilant and all report ALL and ANY suspicion of FGM to the Designated Safeguarding Lead. The DSL in turn will fulfil the legal duty of the UTC to report the suspected FGM to statutory agencies.

- **Children Missing in Education (CME)**

A child going missing from education is a potential sign of abuse or neglect. It is essential that all staff follow the UTC procedures for completing registers each and every lesson in order that unauthorised absence can be correctly and swiftly identified. The UTC will inform Wolverhampton LA of any pupil who fails to attend school regularly or has been absent without the UTC's permission for a period of 10 school days or more on a weekly basis. As CME can be a sign of travelling to conflict zones, FGM and forced marriage, it is essential that ALL staff are vigilant and report any concerns to the designated safeguarding lead.

- **Private Fostering**

When a member of staff or volunteer becomes aware that a young person may be in a private fostering arrangement, that is a child under 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should notify the DSL. In turn the DSL will fulfil their duty to notify the local authority who may check the arrangement is suitable and safe for the child.

Where the UTC is involved in arranging for a child to have a short term learning experience, for example a foreign exchange, which will involve their being cared for by a host family, this could amount to 'private fostering'. In such cases the UTC will be deemed the 'regulated activity provider' and is required to obtain enhanced DBS (including barred list) to help determine suitability of the arrangements. Where parents make these arrangements themselves, then this becomes a private matter between the parents and host parents and the UTC will not be considered the 'regulated activity provider'.

- **Peer on Peer Abuse**

There is no clear distinction between incidents that should be regarded as abusive and incidents more dealt with as bullying. This is matter of professional judgement as bullying, harassment and fighting between children is not generally considered a child protection matter. However, it may be appropriate to regard a young person's behaviour as abusive if there is a large difference in power (age, size, ability, development), the perpetrator has repeatedly tried to harm one or more other children or there are concerns about the alleged perpetrator.

Children are vulnerable to abuse by their peers and such abuse should not be dismissed as normal behaviour for children. Peer on peer abuse can take place using IT, for example sexting or cyber bullying, as well as in person. Children who have been the victims of violent crime (for example mugging) will be more vulnerable to abuse and may respond to this by themselves abusing younger or weaker children.

Where a member of staff is concerned that a child has been the victim of peer on peer abuse, they should notify the DSL without delay. Where peer on peer abuse is identified the DSL will refer the matter to WSCB and support them in responding to the matter. The UTC will use the following guiding principles for dealing with these situations:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately;
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- There should be a co-ordinated approach by child welfare, youth offending, education and health agencies. No agency should start a course of action that has implications for any other agency without appropriate consultation.

It is not enough for the UTC to respond to incidents of peer on peer abuse. All staff have a responsibility to contribute to an ethos and environment that actively discourages abuse and challenges the attitudes that underlie it. The UTC have clear policies on bullying and harassment as well as on professional conduct and respect.

- **Risk of Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of UTCs' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Any member of staff who has concern regarding a child being at risk of radicalisation should speak with the Designated Safeguarding Lead, who will in collaboration with that member of staff complete a referral form and UTC risk assessment. The DSL will make a referral to Channel where a child is believed to be at risk of radicalisation.

The UTC is also aware of:

- bullying including cyberbullying (See Anti-Bullying and Harassment Policy)
- children missing from home or care
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- honour based violence
- gender based violence / violence against women and girls (VAWG)
- hate
- mental health
- relationship abuse
- sexting
- trafficking

In all cases, if you are worried that a child is being abused, watch out for any unusual behaviour, including: being withdrawn; suddenly behaving differently, anxiety; depression; clinginess; aggression; sleeping problems; eating disorders; bed wetting; soiled clothes; risk taking; school absence; changes in eating habits; obsessive behaviour; nightmares; drugs; alcohol; self-harm; thoughts about suicide.

Often the safeguarding team will refer children and their families for an Early Help Assessment (EHA). Early Help is a collaborative approach not a provision. Some children, either because of their needs or circumstances will require extra support to be healthy and safe and to achieve their potential. In Wolverhampton the Early Help approach has been developed on the basis that:

- A whole family assessment is the best way to meet the needs of any child that is identified as requiring additional support.
- A timely response is essential for families who need additional support and we seek to offer support quickly to reduce the impact of problems that may have already emerged.
- Early Help may be needed at any point in a child or young person's life
- Families are best supported by those who already work with them
- Additional support needs to be agreed with the family and co-ordinated efficiently to bring together a Team around the Family from other local partners as needed.

For children whose needs and circumstances make them more vulnerable, a coordinated multi-disciplinary approach is usually best, based on an Early Help Assessment, with a Lead Professional to work closely with the child (Ren) and family to ensure that each family member receives all the support they require. A range of Targeted Services are available to support these interventions. Where a child is subject to Early Help, the DSL (or deputy) of the school will normally be involved in supporting the child.

For Child Protection or Child in need cases, the DSL will work in support of and under the guidance of the attached social services team. The DSL will ensure that the UTC attend as required all case conferences and other strategy meetings in supporting the best interests of the child.

6. Talking to and listening to children

WMUTC aims to operate a visible culture of listening. If a child chooses to disclose, staff should:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that the information will be passed on;
- make a careful record of what was said.

Staff must never:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what they have been told. Staff must always use the Safeguarding Concern Form in Appendix 2);
- fail to pass the information on to the Designated Safeguarding Lead or their Deputy;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/ augmented communication systems, extra care must be taken to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children. A learner's Individual Learning Plan should be taken into account seeking guidance from the Vice Principal, Student Welfare Leader or the SENDCO if necessary without disclosing and details of the Safeguarding issue in hand.

7. Reporting and Record Keeping

7.1. Reporting of incidents

(See Appendix 2 and for further guidance available on the Wolverhampton Safeguarding Children website)

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. Staff should be mindful that records may be used as evidence in Child Protection Conferences and be presented as legal evidence and hence:

Reports should:

- be on the template provided in Appendix 2 and then follow the escalating appropriate Local Authority Safeguarding Children Board referral forms for the area that the learner resides;
- state who was present, time, date and place;
- use the child'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.
- Be completed and handed to the DSL or a deputy as a matter of urgency with any other related notes and / or diagrams attached

Staff wishing to report a possible child protection concern will find the appropriate proforma in the staffroom, as appendix 2 to this document, on SharePoint (WMCUTC/Governors/Policies/ Safeguarding Forms) or from any of the Safeguarding team. (Claire Gleeson, Simon Maxfield, Simon Smith). Completed forms should be given in person to one of the above members of staff.

PLEASE REMEMBER where you consider a child is in immediate danger or at risk of harm (as opposed to having concerns about a child) then you should refer immediately to the WSCB or the Police and then notify the DSL that you have done so.

7.2 Record Keeping

The DSL will keep clear detailed written records of concerns about learners (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately. Records will be kept in a folder in a meticulous chronological order- model and kept locked in a secure location. All relevant child protection records will be sent to the receiving school/UTC, college or other education establishment if a learner moves and a receipt obtained for their transfer in a timely manner. In all other cases, records of child protection will be maintained until the child's 25th birthday.

Upon receipt of an incident form, the DSL will in the first instance have a conversation with the reporting member of staff to clarify and ensure that all details are adequately recorded and understood. The DSL will then determine if the child has a Safeguarding File or not. If the child does not have a Safeguarding File and the DSL considers that the incident is not a safeguarding matter, then it will be filed in a 'Near-Miss folder with a front record sheet notifying the date (and possible subsequent dates) of the report for that child. Otherwise the record will be stored in the safeguarding file. Each students file will have a Chronology sheet at the front briefly outlining all concerns and records in a chronological order; a Contact Information Sheet for parents and agencies and then all records in chronological order. Any information received from other agencies, meeting minutes or other notes will also be recorded chronologically within the folder amongst reports. For children who become CIN or CP, dividers will separate records for this period. Each report handed in requires the DSL or a deputy to complete and outline what action has taken place and the decision (with reasons) for action taken.

All files are locked in a secure storage area, separate from the child's main school file. Access to these files is limited to the DSL. Access for other designated staff can only be achieved through collaboration with the Principal's PA to gain access to the relevant office.

8. Communication With Parents

The UTC will:

- undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this;

- ensure that parents have an understanding of the responsibility placed on the UTC and staff for child protection by setting out its obligations on the UTC website

9. Supporting The Learner At Risk

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

This UTC may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at the UTC their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The UTC will endeavour to support the learner through the content of the curriculum to encourage self-esteem, self-motivation and Safeguarding Awareness. In addition, The UTC's PCR policy (UTC behaviour policy) is aimed at supporting vulnerable learners. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the learner but does not damage the learner's sense of self-worth. The UTC will also seek to ensure that the learner knows that some behaviour is unacceptable but s/he is valued and is not to be blamed for any abuse which has occurred.

The UTC will liaise with other relevant Local Authority agencies which support the learner such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Social Work Service. It will also ensure: a commitment to develop productive and supportive relationships with parents whenever it is in a learner's best interest to do so; recognition that children living in a home environment where there is a domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection; that it vigilantly monitors children's welfare, keeping records and notifying Social Care as soon as there is a recurrence of a concern.

When a learner with a Child Protection Plan leaves, information will be transferred to the new provider immediately. The Independent Reviewing Officers Manager of the relevant Local Authority will also be informed. Where the learner's destination is unknown, the 'Missing Children' procedures for the relevant Local Authority must be followed. (Obtained from Principal Education Social Worker, LADO).

10. Whistleblowing Procedures

Whistleblowing is the mechanism by which staff can voice their concerns over a child protection failure that they feel they cannot raise internally, made in good faith, without fear of retribution or disciplinary action. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

The NSPCC Whistleblowing Hotline is available from 08:00 to 20:00 Monday to Friday on: 0800 028 0285 and email contact is available from: help@nspcc.org.uk

11. Drug Use and Child Protection

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the UTC will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the learner's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse.

12. Children of Drug Using Parents

Further enquiries and/or further action will be taken when the UTC receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

13. Preventing Unsuitable People From Working With Children

The UTC will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the DfE document 'Keeping Children Safe in Education, September 2016. These practices are described in detail as part of our **WMUTC Safeguarding and Safer Recruitment** document.

The UTC will maintain a Single Central Record of check including Enhanced DBS checks, Barred list checks, Prohibition order checks, Section 128 Direction checks (for UTC leadership positions) with dates of when each has been seen. All new employees must show their DBS before or on appointment or as soon as practicable afterwards. All UTC Governors will also complete DBS checks.

The UTC will consult with the relevant Education Safeguarding Children Manager in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education.

The UTC will ensure that all staff, business partners and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with learners and parents

as advised by the relevant Local Authority's Code of Conduct (Wolverhampton as the initial point of reference for the UTC).

The UTC will also ensure that staff, business partners and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

The UTC Appendix: Safeguarding and External Contractors details the procedures for ensuring students are suitably safeguarded when external contractors are working on the UTC site

The UTC is a secure site and procedures describing the opening and closing of the site and arranging visitors to the site are contained within 'WMUTC Visitors Procedures'

14. Confidentiality and Information Sharing

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

Confidentiality should never be guaranteed to a child 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 that 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 to whom."

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, including 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 2003 and The 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.

In general, the UTC require all staff to apply the 'seven golden rules' of information sharing as outlined in 'Information Sharing March 2015':

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

The UTC are committed to complying with the principles laid out in 'Information Sharing March 2015' and in all cases of doubt advice in the document will supersede this policy.

15. Referrals

Referrals should initially be raised as a Safeguarding Concern via Appendix 2 and then followed via the relevant Local Authority procedures detailed in Appendix 3.

16. Thresholds and types of referral

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

1) Early Help Assessment (EHA)

The Early Help Assessment (EHA) is considered for when:

- there are concerns about how well a child is progressing in terms of their health, welfare, behaviour, progress in learning or any other aspect of their well-being;
- the child's needs are unclear or broader than a single service can address.

An EHA should be completed when a professional in any agency has concerns that a child will not progress/develop without additional services. Completing a common assessment should:

- enable the professional to identify the child's needs;

- provide a structure for systematic gathering and recording of information;
- record evidence of concerns and a base-line for measuring progress in addressing them;
- provide a framework for a referral discussion to Children's Social Care for a Children and Family assessment or to another service for a specialist assessment.

The guidance further outline that completing a Multi-Agency Referral Form (MARF) provides a standardised pro-forma to support a telephone referral to the appropriate Safeguarding Children Board should it be necessary at a future stage. However, the guidance emphasises the need to take all disclosures as potentially serious and state that where there is an immediate need to protect a child, professionals must contact Children's Social Care and/or the police directly and make a referral, rather than completing an EHA in line with the interagency procedures. (See Appendix 3)

2) Children in Need

According to Section 17 of the Children Act 1989 a child is in need if:

- they 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 this is a child in need, the issues must be discussed with the Designated Safeguarding Lead and then with parents/carers. The DSL will seek advice from the relevant Safeguarding Body that the child resides or any other agency.

3) Children At Risk

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead or his deputy and a safeguarding referral made as soon as possible.

According to Section 47 of the Children Act 1989 it is a child protection matter where:

- children are at risk or are suffering significant harm;
- children are suffering the effects of significant harm;
- children are suffering serious health problems.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child 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 child's physical, psychological and social development. In order to

both understand and establish significant harm, it is necessary to consider the family context, together with the child'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.

17. Making a children in need/children at risk referral

Where a child is registered at the UTC a written record of concerns should be made using the UTC's internal recording form (see Appendix 2). This should then be given to the Designated Safeguarding Lead or his deputy (see Appendix 1) who will then normally make the decision about whether a referral needs to be made.

The agency to whom a referral is made is dependent upon where the learner resides (See Appendix 3)

Contact with these agencies will normally be made by the Designated Safeguarding Lead or their deputy/ies. However, everybody has a responsibility for safeguarding learners and the right to make a referral but all should, as a matter of protocol, discuss concerns with the Designated Safeguarding Lead at WMCUTC in the first instance.

Therefore, if the advice of the Designated Safeguarding Lead or their deputy/ies has been sought, and that advice is that a referral is not necessary, the person with the original concern may, if they deem it necessary, make a referral themselves.

Telephone referrals will need to be followed up with a multi-agency referral form. These forms can be downloaded from the appropriate Safeguarding Children Board website. (See Appendix 3)

18. Attendance at Child Protection Conferences

The Designated Person for Child Protection or their deputy/ies will be expected to attend the initial Child Protection Conference. If a child is made subject to a Child Protection Plan it may be more relevant for the child's mentor to attend the subsequent core group meetings.

19. E-safety

WMUTC allows learners to bring personal mobile devices into the UTC to support their learning and the acceptable usage of devices is outlined in the PCR policy (UTC behaviour policy) and E-Safety Policy. Our E-Safety Policy is set out in a separate document and is reviewed regularly by the governing body. It reflects that e-safety is not an ICT issue but a safeguarding issue and that we need to balance keeping children safe with allowing them the freedom to explore new technologies. Through our policy we intend limiting the risks that young people are subject to. Because it is a rapidly developing and moving issue the governors will review this policy on a regular basis.

The growth of different electronic media in everyday life and an ever developing variety of devices including personal computers, laptops, mobile phones, and webcams and so on place an additional risk on our learners.

Internet chat rooms, discussion forums or social networks 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 children, to have conversations with children 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 children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with learners at the UTC.

If any member of staff is exposed to an image or images of a student from the UTC in any form of media, this must be reported immediately to an ICT Technician and Director of Finance and Operations and the Designated Safeguarding Lead (Claire Gleeson). If the image is on portable equipment it must be confiscated from the student and taken immediately to the ICT Technician. Under no circumstances must any member of staff give or receive any such images, even for opinion. In doing so there is a potential criminal offence of 'distribution'.

Learners can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile devices can also be used to capture violent assaults of other children for circulation.

Learners will be made aware of the dangers through the curriculum, particularly in PSHCE, assemblies and tutor/company time.

Additional protection will be provided through:

1. Monitoring and filtering software in place to minimise access and to highlight any person accessing inappropriate sites or information;
2. The UTC will employ the use of specialist monitoring from an accredited agency employing highly trained staff to identify and forward concerns.
3. the encouragement of learners to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the Designated Safeguarding Lead should be informed immediately) ;
4. learners being encouraged not to give out their personal details, telephone numbers, home address, computer passwords, etc;

The police will be involved if there is any criminal element to misuse of the internet, telephones or any other form of electronic media. The threshold for involving the Police will be judged by the Designated Safeguarding Lead in consultation with the Principal or other member of The Senior Leadership Team.

20. Sexting (youth produced sexual imagery)

At WMUTC we know and understand that sharing photos and videos online is part of daily life for many of our learners, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger. Access to current apps and social media sites that allow 'live streaming' should also be considered.

The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the

imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Although the production of such imagery will likely take place outside of our school, these issues often manifest in schools and organisations working with children and young people. Our school will respond swiftly and confidently to ensure that our learners are safeguarded, supported and educated.

Producing and sharing sexual images of under-18s is also illegal.

Our school will deal with all incidents of youth produced sexual imagery as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the young people involved. Our school may respond to incidents without involving the police in accordance with the guidelines set out in the UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people.

Our school will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people and DfE guidance – Searching, screening and confiscation (February 2014).

Whilst dealing with an incident our school will:

- Respond immediately to disclosures or incidents in line with our school's safeguarding procedures, staff will notify the Designated Safeguarding Lead (Claire Gleeson) immediately of any concern, incident or disclosure
- Handle devices and imagery according to DfE advice (Searching, Screening and confiscation- February 2014)
- Risk assess situations
- Involve other agencies, including escalation to the police and children's social care
- Record incidents
- Involve parents
- Seek to support our learners
- Support our learners to report youth produced sexual imagery online.
- Provide preventative education

21. Curriculum

Our UTC is committed to the delivery of a safeguarding curriculum as one of the most powerful ways to safeguard young people is through educating them about safe behaviour, risks and safeguarding issues. At WMUTC we believe that wherever appropriate, subject teachers should make reference to safeguarding issues within the wider context of subject curriculums, for example, discussing the issues surrounding social media in an ICT lesson. The UTC PSHE programme delivered through assemblies and classroom sessions on a Thursday addresses many of the issues surrounding safeguarding of young people, including radicalisation, religious tolerance, E-Safety, drugs and alcohol, sex and relationships, gang violence, British Values and bullying.

In combination with booked regular external speakers, the UTC PSHE sessions aim to engage the students actively in activities that explore each of the topics as it is introduced, with a student produced outcome in a future session. The UTC believes that this approach allows students to express their ideas more freely and engages them more than a typical approach to PSHE might.

When arranging educational visitors to come into school, for example theatre companies, or charities, staff are required to follow the guidance contained within 'WMUTC Assembly Policy'.

From time to time students will engage in visits as part of their broader educational experience. Staff wishing to arrange an external visit should in the first instance speak with the EVC (Simon Maxfield) and then follow the guidance as described in 'Safeguarding Learners on Educational Visits'

22. Preventing Radicalisation (PREVENT)

The national PREVENT strategy defines Extremism as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'

Radicalisation is a very real threat to vulnerable individuals as well as our community on a local, national and global scale. WMUTC is committed to fulfilling its role defined in [The Counter Terrorism and Security Act 2015](#) and all members of staff will receive training in recognising possible risk of radicalisation (WRAP3).

Additionally, through both PSHCE and the wider curriculum (which all staff are engaged in) we require staff to create an ethos where students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. WMUTC staff are expected to challenge Islamophobia, anti-Semitism and other prejudices and be mindful of their duties to forbid political indoctrination and secure a balanced presentation of political issues. Under no circumstances should staff promote partisan views, or knowingly allow others to do so.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated senior person (Leader of Student Welfare and Safeguarding) immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there is no immediate risk but action is required then discussion with the nominated local police officer will take place and this would then determine the further response.

Where there is concern about an individual, the designated senior person (Leader of Student Welfare and Safeguarding) will liaise with the local PREVENT team to ensure an appropriate strategy is put in place to provide support. More information and referral forms (normally completed by the designated person) are available from [Wolverhampton's PREVENT website](#).

During the first school semester each year, a risk assessment will be carried out by the DSL (as designated senior person), supported by the local PREVENT team to identify and plan mitigation for any identified concerns.

In terms of being aware of potential risks and signal events which can impact on our students and our UTC community the UTC will:

- ensure that the UCT staff are aware of and manage potential risks to students and the wider community effectively.
- respond effectively to events, locally, nationally and globally, which could have an impact on individual students and the UTC community.
- regularly review emergency plans and procedures to prepare for future events and risks.

Any member of staff who has concerns regarding a child's risk of being radicalised should make an immediate referral to the DSL who will then complete a risk assessment proforma and seek advice from the Prevent team.

In order to support the effective identification or radicalisation, WRAP3 (Or superseding) training will be arranged each September for the staffing body. For staff beginning at alternate times, guidance on radicalisation will be part of the wider UTC safeguarding training.

23. Further Advice

Further advice on safeguarding matters can also be obtained from the Wolverhampton Safeguarding Officer, Education Welfare Senior Practitioner and relevant Local Authority Referral Teams. (See Appendix 3)

24. Resources

Safeguarding is important to all staff. The Governing Body has to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Local Authority Safeguarding Children Board procedures, including the attendance at meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all governors have an understanding of safeguarding issues and that policy and procedures are in place in the UTC to safeguard and promote the welfare of all learners.

Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the learners understand what is meant by safeguarding and how they can be safe.

25. DfE Guidance and other documentation has been used to create this document. The specific guidance documents include:

- [Keeping children safe in education \(2016\)](#)
- [Working together to safeguard children \(2015\)](#)
- [What to do if you're worried a child is being abused \(2015\): advice for practitioners](#)
- [Prevent Strategy - HM Government](#)
- [Information sharing 2015: advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
- [Guidance for Safer Working Practices 2015](#)

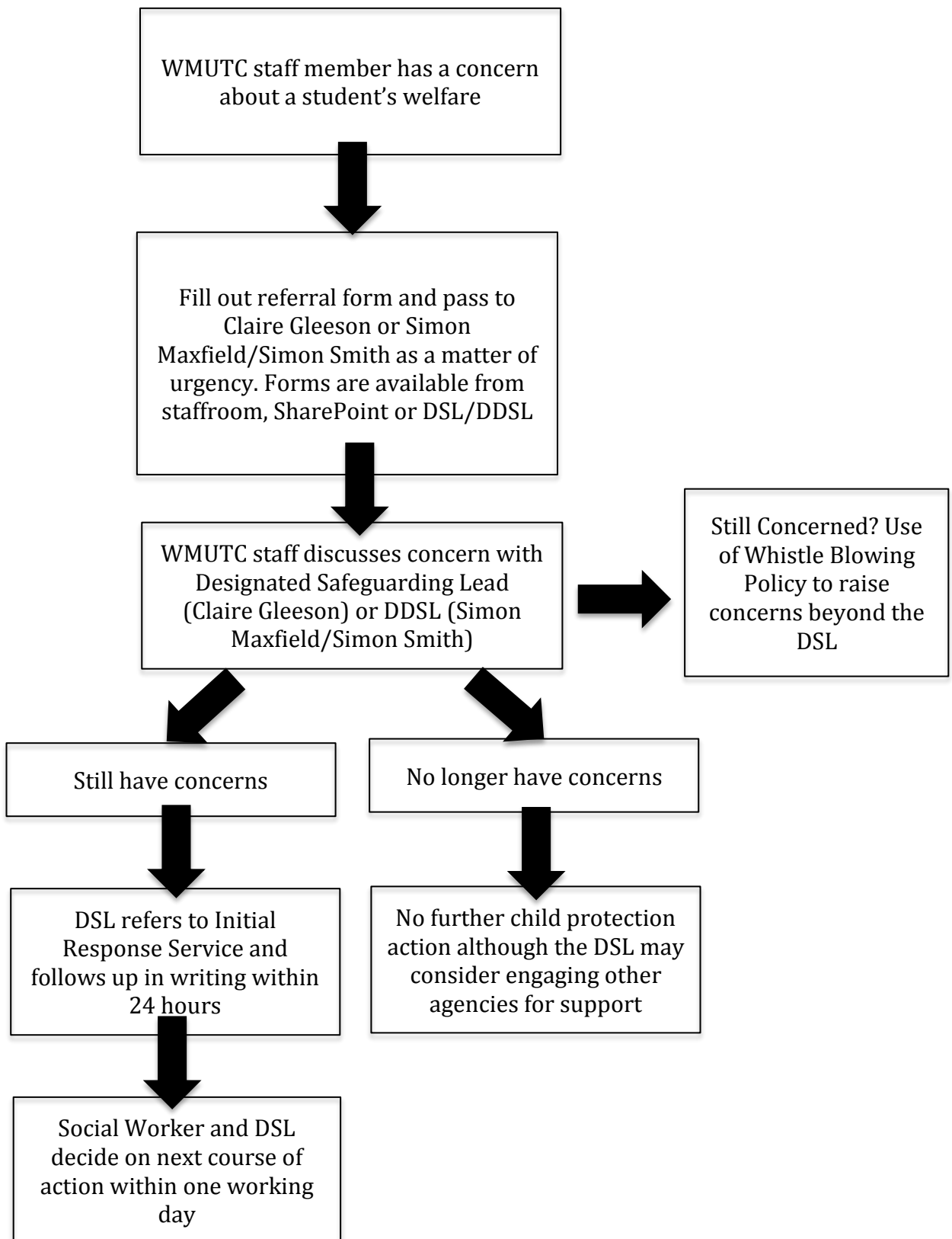
26. Other policies and Appendices relevant to this:

WMCUTC Safeguarding and Safer Recruitment

WMUTC Safeguarding and External Contractors
WMUTC Safeguarding & Allegations of Abuse
WMUTC Safeguarding Learners on Educational Visits
Health and Safety
WMUTC First Aid and Medical Arrangements
WMUTC Administration of Medicines
Education of Students with Medical Needs
WMUTC Attendance
WMUTC Professional Conduct and Respect policy and appendices (the UTC Behaviour Policy)
WMUTC Visitors Procedure
WMUTC Extremism and Anti-Radicalisation Policy
E-Safety
WMUTC AUP for Staff, Students and Parents
WMUTC Use of Social Media by Staff
WMUTC Cover for Absent Colleagues
WMUTC LAC and Vulnerable Students Policy
WMUTC Anti-Bullying and Harassment
WMUTC SRE Policy
WMUTC SMSC Policy
WMUTC PSHCE Policy
WMUTC Assembly Policy
WMUTC PCR Appendix -Use of Reasonable Force
WMCUTC PCR Appendix – Searching and Confiscation
WMCUTC PRC Appendix – Drugs and Alcohol

Appendix 1

Flow Chart – What to do if you have safeguarding concerns about a WMUTC Learner



Safeguarding Concern Form

CONFIDENTIAL

Not to be kept with curriculum records

Completed forms should be handed to CGL immediately. Hand to SMA/SSM if CGL is unavailable

Name of child	Tutor group
Member of staff raising concern	Relationship to the child
Who did you pass this information to?	On what date?

Nature of concern (Please include as much detailed information in this section as possible. Remember quality of your information will inform the level of intervention initiated. If necessary, attach additional information.)

Signature of member of staff raising concern	Date and time concern was raised

Details of all actions/ decisions taken in respect of this concern – To be completed by Designated Safeguarding Lead :-									
Number of Previous Records of Concern		Has child been the subject of a CAF/ Early Help Assessment		Is child known to other agencies		Previously on Child Protection Register			
						*Child protection Plan			
						*Child in Need Plan			
Action Taken				By who		Date & time Completed			
Outcome									
Action Taken				By who		Date & time Completed			
Outcome									
Action Taken				By who		Date & time Completed			
Outcome									
Action Taken				By who		Date & time completed			
Outcome									
Name of Designated Safeguarding Lead					Signature				

Date			
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Appendix 3

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

Name of Pupil:

.....

Date of

Birth:

.....

Name of Staff:

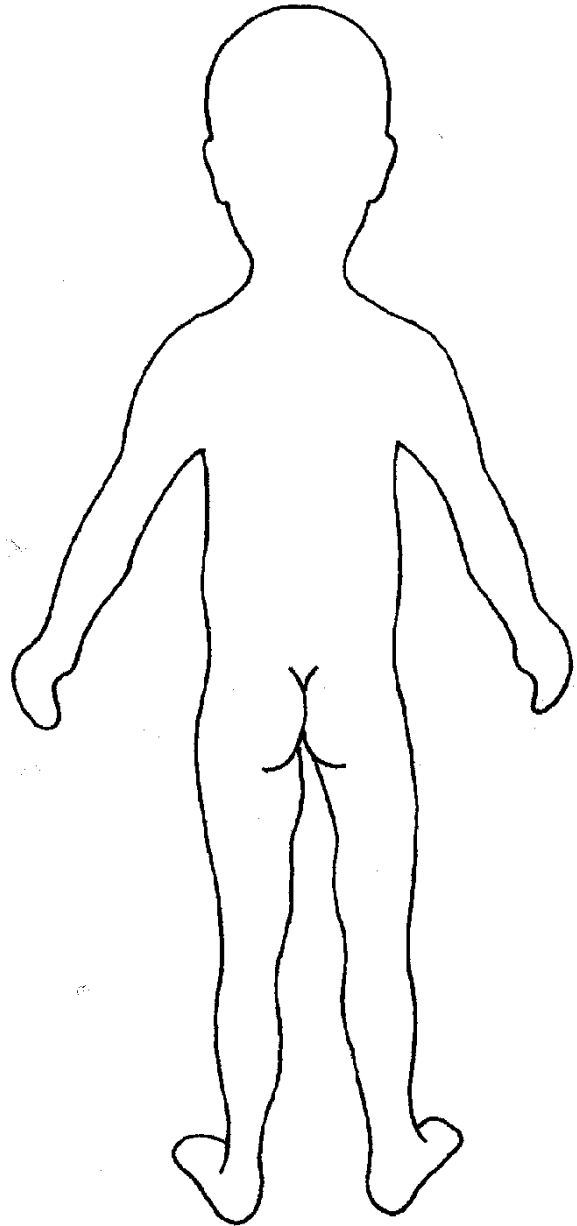
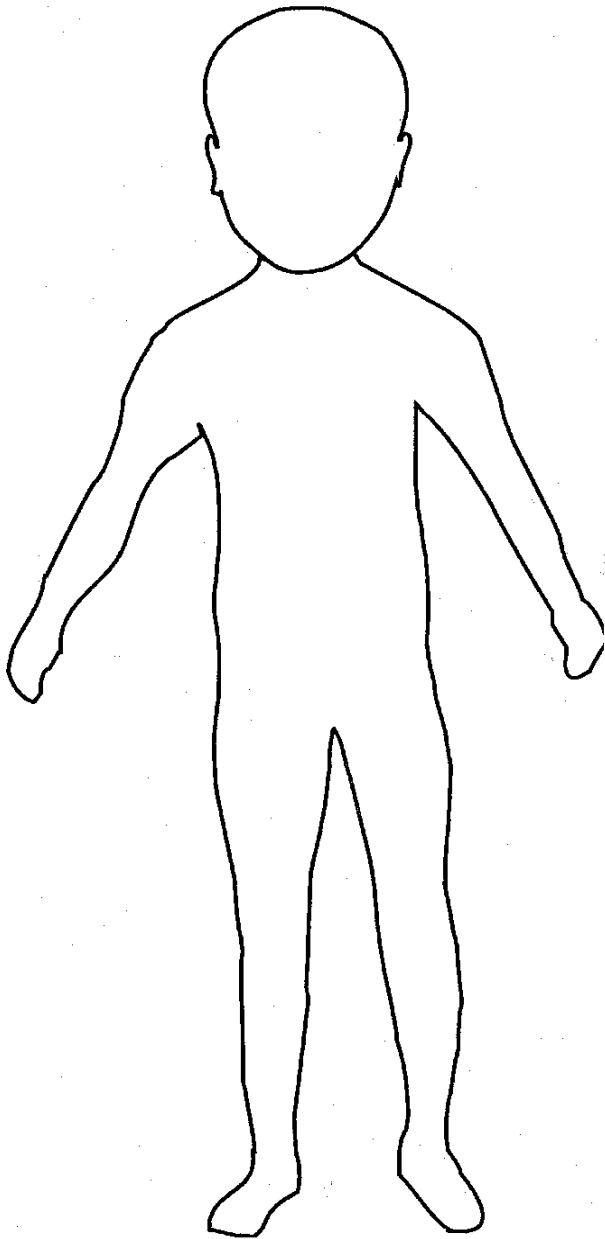
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Job title:

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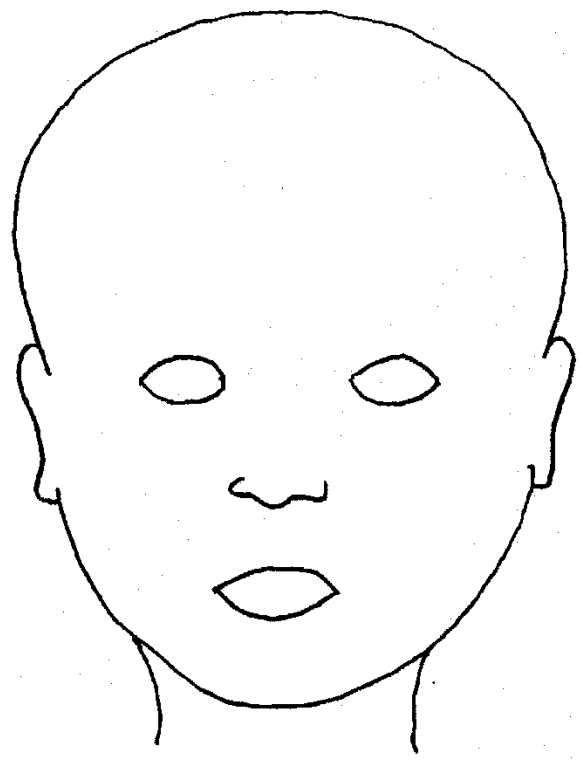
Date and time of
observation:

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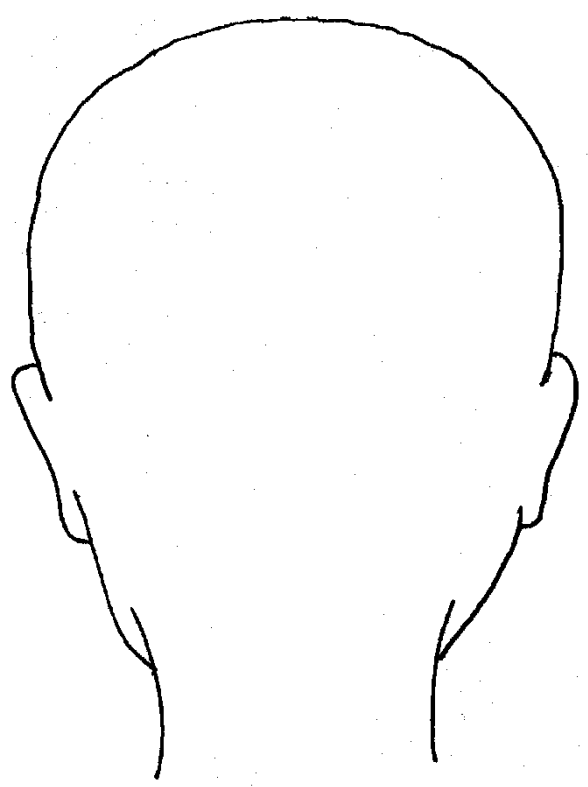


Name of pupil: _____

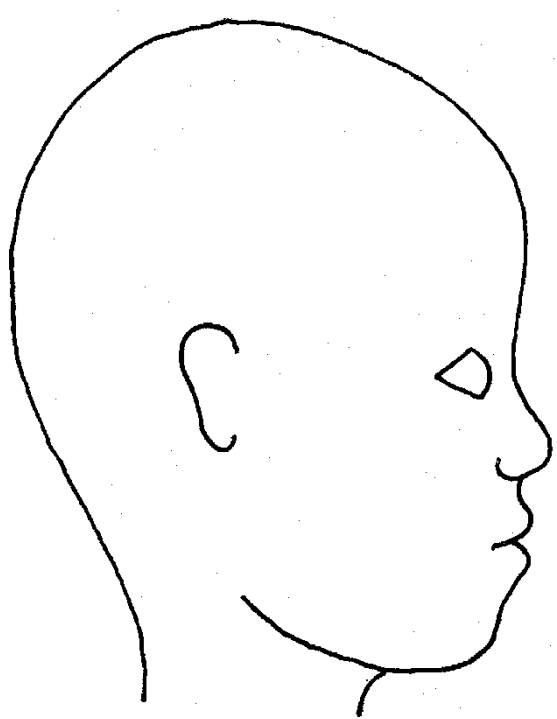
Date and time of observation: _____



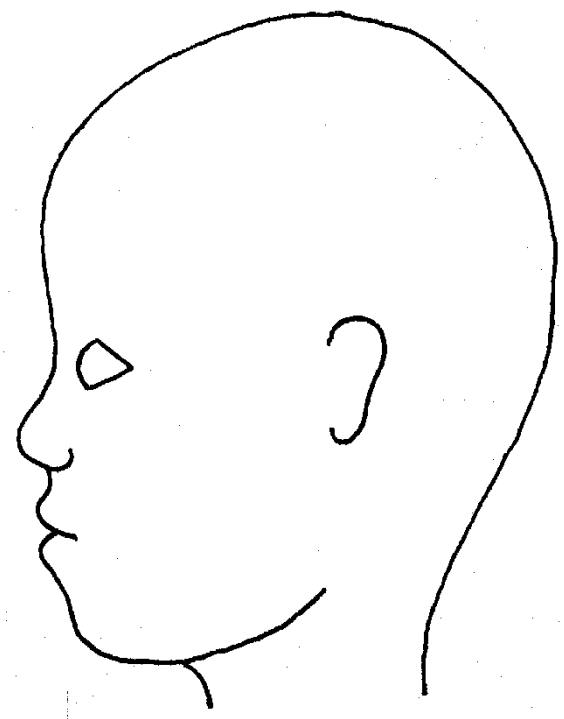
FRONT



BACK



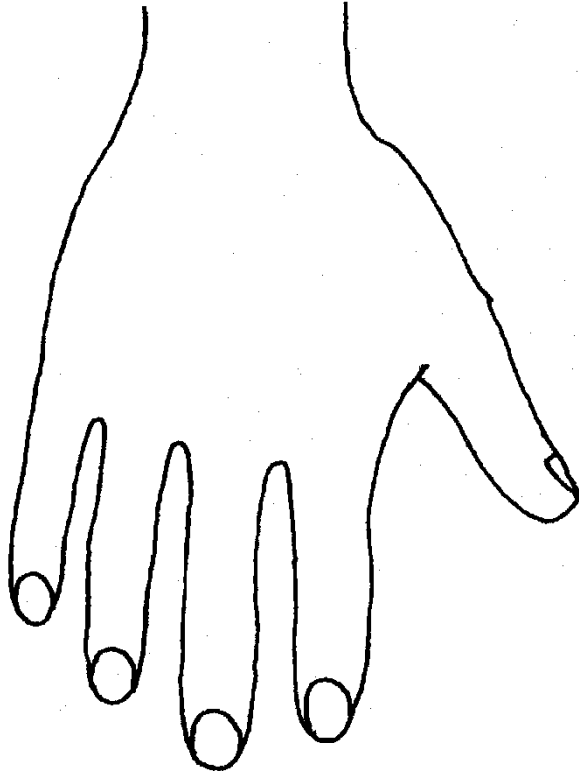
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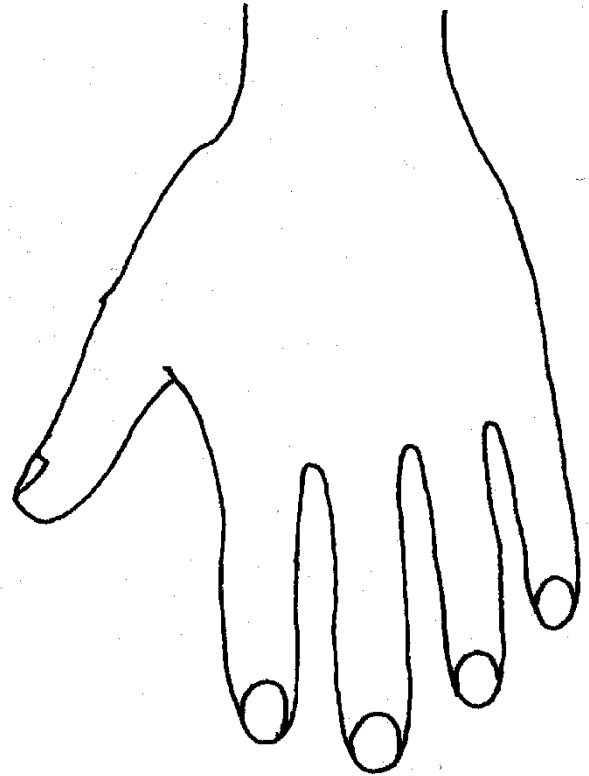
LEFT

Name of pupil:

Date and time of
observation:

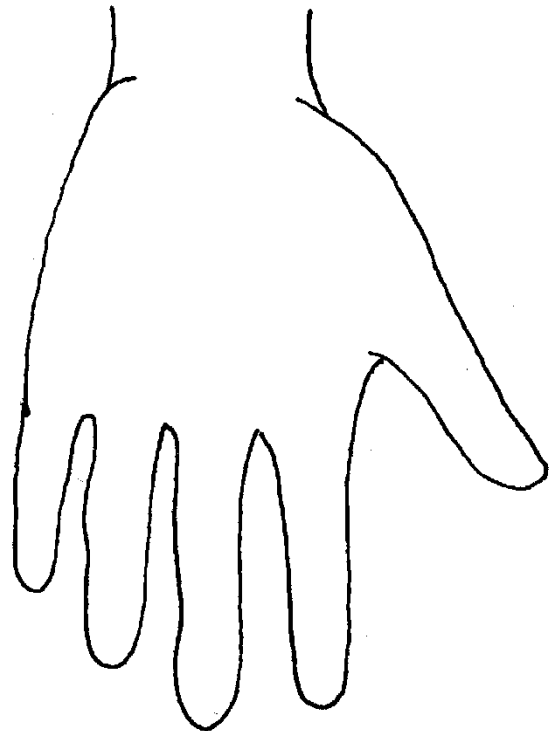


R



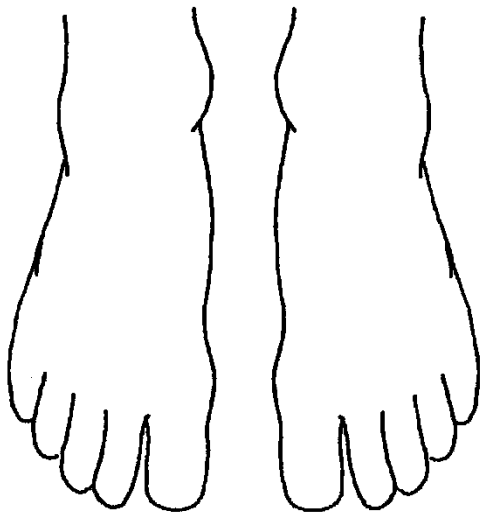
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BACK

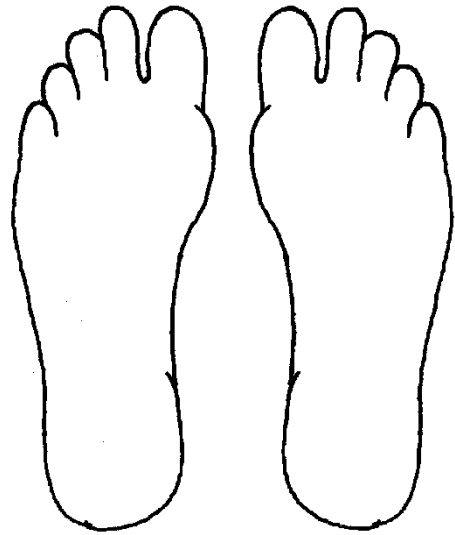


Name of Pupil: _____

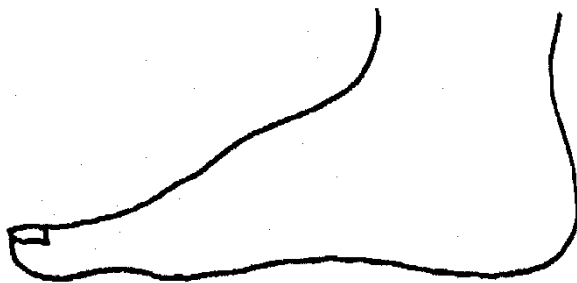
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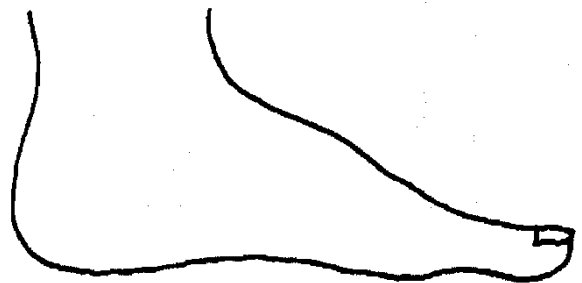
R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name,
Signature and Job
title of staff:

GUIDANCE ON HANDLING A DISCLOSURE FROM A CHILD

What should you do if a child comes to you and tells you that they are being abused? It's normal to feel overwhelmed and confused in this situation. Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the perpetrators to keep the abuse a secret. Thus, telling an adult takes a great amount of courage. Children have to grapple with a lot of issues, including the fear that no one will believe them. So, care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more trauma to the child and/or compromising a criminal investigation during the disclosure phase.

Receive:

Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down. Accept what is being said without judgement.

Take it seriously.

Reassure:

Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously.

Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns. Tell the child that you will need to tell some people, but only those whose job it is to protect children. Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.

React:

Listen quietly, carefully and patiently. Do not assume anything – don't speculate or jump to conclusions.

Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her own words what happened, but don't ask leading questions.

Do ask open questions like "Is there anything else that you want to tell me?"

Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English.

Do not ask the child to repeat what they have told you to another member of staff. Explain what you have to do next and whom you have to talk to.

Refer directly to the named designated person, Simon Maxfield.

Do not discuss the case with anyone outside the child protection team.

Record:

Make some very brief notes at the time and write them up in detail as soon as possible.

Do not destroy your original notes in case they are required by Court.

Record the date, time, place, words used by the child and how the child appeared to you – be specific.

Record the actual words used; including any swear words or slang.

Record statements and observable things, not your interpretations or assumptions – keep it factual.

Appendix 5

Safeguarding and Child Protection Further Guidance and Contact Information

WMUTC Designated Persons for Child Protection
Designated Safeguarding Lead for Child Protection: Leader of Student Welfare and Safeguarding (Claire Gleeson) 01902 872180; claire.gleeson@wmcutc.co.uk
Designated Safeguarding Lead (Deputy) for Child Protection: Vice Principal (Simon Maxfield) 01902 872180; simon.maxfield@wmcutc.co.uk
Designated Safeguarding Officer: PE and SENCO (Simon Smith) 01902 872180; simon.smith@wmcutc.co.uk
Chair of Governors: Kerrie Jones 01902 872180; Kerrie.jones@wmcutc.co.uk
Designated Safeguarding Governor: Amanda Sargeant 01902 872180; Amanda.sargeant@wmcutc.co.uk
Designated Teacher for LAC: Simon Smith 01902 872180 simon.smith@wmcutc.co.uk
E-Safety Lead Teacher: Simon Maxfield 01902 872180; simon.maxfield@wmcutc.co.uk
Local Authority Designated Officer: Paul Cooper 01902 550477; dasmdo@wolverhampton.gcsx.gov.uk
Multi Agency Service Team (Wolverhampton): 01902 555392 or 01902 552999(out of hours); https://www.wolverhamptonsafeguarding.org.uk/contact-us
PREVENT (Channel): call 101, option 3, Ext – 871 3036; PC R.Holder; PC G. Nixon; PC E.Hall

Wolverhampton Safeguarding Children Board

Priory Green Building
Whitburn Close
Pendeford
Wolverhampton
WV9 5NJ.

Tel: 01902 550477

Fax: 01902 553048

Email: wscb@wolverhampton.gov.uk

The Head of Service(Safeguarding Children and Young People) is Dawn Williams.

The Local Authority Designated Officer is Paul Cooper.

Emergency

If a child is in immediate danger or left alone, you should contact the police or an Ambulance, when doing so, notify them that your concerns relate to a possible Child Protection issue.

Non Emergency

If there is no immediate danger or you need advice or information, you should call the Duty and Assessment Team based at Wolverhampton Civic Centre: **01902 555392**.

Outside office hours, contact our emergency service on **01902 552999**.

Walsall Safeguarding Children Board

The Hollies
Lichfield Road
Walsall
WS4 2DH
Telephone 01922 659520
Fax 01922 648258

Email wscb@walsall.gov.uk Birmingham Safeguarding Children's Board

Staffordshire Safeguarding Children Board

Wedgwood Building
Tipping Street
Stafford
ST16 2DH

Email: www.staffsscb.org.uk Office email address: sscb.admin@staffordshire.gov.uk Office
Administration Contact Number: 01785 277151
Training Administration contact number: 01785 854579 (see below for address)

SSCB Manager

Carrie Wain

Telephone: 01785 277151

Email: carrie.wain@staffordshire.gov.uk

SSCB Development Officer

Lynne Milligan Telephone: 01785 854572

Email: lynne.milligan@staffordshire.gov.uk

Telford & Wrekin Safeguarding Children Board

Safeguarding Advisory Service, 30 West Road, Telford, TF1 2BB | lscb@telford.gov.uk | 01952 385678

Sandwell SCB

Main Unit Contact No: 0121 569 4800 **Email:** lscb_sandwell@sandwell.gov.uk

Dudley Safeguarding

Council House
Priory Road
Dudley
DY1 1HF

0300 555 2345

Birmingham Safeguarding Children's Board

Room B54
Council House Extension
Margaret Street Birmingham B3 3BU
0121 464 2612

0121 303 8427

Additional Advice/Information

Guidance for professionals can be obtained from both of the organisations below:

- call Childline on 08001111
- call the NSPCC Helpline on 0808 800 5000

Appendix 6:

Allegations of abuse against staff and adults

Further guidance is contained within Safeguarding and Allegations of Abuse Policy

Protecting UTC staff against allegations of abuse

All staff should seek to keep personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. Further guidance can be found in the DfE publication that is issued to all staff and signed for 'Safer Working Practices for Adults and Young People in Education Settings 2015. The following sensible precautions can be taken when working alone with children:

- 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 children unless thought has been given to safeguards;
- do not give out personal information or mobile phone numbers or private e-mail addresses;
- do not give learners lifts home in your car;
- do not arrange to meet learners outside of UTC hours;
- do not chat to learners on social websites or befriend them;
- do not put personal information or images on social net-working sites that can be accessed/viewed by learners or their parents/carers.

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 learner is over the age of consent.

Physical Intervention

Any use of physical force or restraint against learners will be carried out and documented in accordance with the WMUTC PCR Appendix – Use of Reasonable Force. If it is necessary to use physical action to prevent a child from injury to themselves or others parents/carers will be informed.

Learners will not be punished by any form of physical contact or other degrading treatment.

Procedures for dealing with allegations of abuse against WMUTC staff/ adults

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

The 'safeguarding and allegations of abuse policy' details the UTCs approach to such allegations

Staff recruitment, supervision and training

When recruiting new staff, the UTC follows the guidance given in the UTCs 'Safeguarding and Safer Recruiting Appendix', and the relevant Local Authority Guidelines, (Wolverhampton in the first instance). The UTC ensures that enhanced DBS checks are undertaken, that references are taken up and obtained and that qualifications are verified. All members of the Senior Leadership Team and the Chair of Governors and at least one other governor will have up to date safer recruitment training. At least one member of each recruitment panel will have up to date Safer Recruitment training.

Business partners will not work with learners without another DBS checked adult in attendance.

Newly appointed staff will have initial training in child protection as part of their induction programme. They will be made aware of the Local Authority Safeguarding Children Board procedures as part of that induction programme, and be given a copy of the UTC's Safeguarding Policies and procedures, and "What to do if you are worried a child is being abused".

All staff and governors (invited) will also attend annual single agency safeguarding training delivered by the DSL and deputies. Training for the DSL and deputies will be by way of a 2-year renewal of the multi-agency training and annual updates delivered by the WSCB. Training for staff, governors and volunteers will include an annual update and regular short updates, delivered by staff, for staff on differing aspects of safeguarding. These training 'bites' will be coordinated and arranged by the DSL.

The Designated Safeguarding Lead and their deputy will attend multi agency training through a relevant Local Authority Safeguarding Children Board Training Programme. This training will be renewed every two years.