

South Bank Engineering UTC

Safeguarding Policy & Procedures

The safety and welfare of students, and the arrangements to ensure them, are reported each month to the governing body by the Principal, as required by the Designated Governor for Safeguarding, who is also informed of individual cases that have been referred.

This policy is formally presented to the Governors each October for review, alongside the Principal's report on safeguarding. The Chief Executive queries the UTC's policy and practice and, when satisfied, signals approval by signing off the policy and report on behalf of the full board. Any recommendations for change in the light of the previous years' experience or statutory changes to safeguarding are incorporated into the updated policy.

All staff receive training on safeguarding which is regularly provided throughout the year. Awareness of the policy and training form part of staff induction.

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Key contacts

UTC

Name of UTC: South Bank Engineering UTC

Principal:

Name: Dan Cundy

Contact details: dan.cundy@southbank-utc.co.uk tel 020 7738 6115

Designated safeguarding lead: Vice Principal

Name: Kam Bains

Contact details: kam.bains@southbank-utc.co.uk tel 020 7738 6115

Nominated governor for child protection:

Name: Nicole Louis

Contact details: louisn@lsbu.ac.uk

Chief Executive:

Name: Nicole Louis

Contact details: louisn@lsbu.ac.uk

London Borough of Lambeth

Local Authority Designated Officer (LADO): is Andrew Zachariades

Tel: 020 7926 4679; Mobile: 07 720 828 700 Email: AZachariades@lambeth.gov.uk

Secure Email: AZachariades@lambeth.gcsx.gov.uk email: lado@lambeth.gcsx.gov.uk

Safeguarding lead officers:

Name: Sarwan Jandu (Safeguarding Manager Schools Universal Services)

Telephone: 0207 926 9643; mobile: 0797 649 0051; email: sjandu@lambeth.gov.uk

- ❖ Lambeth Children's services first response telephone: 020 7926 3100
- ❖ Out of hours telephone: 0207 926 1000

1. Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance complies with, 'Keeping Children Safe in Education' Sept 2018: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our UTC to identify, assess, and support those children who are suffering harm or are in need of further support.
- 1.3 We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. Therefore, all staff, including volunteers in regulated activities, will have regular child protection training.
- 1.4 All staff believe that our UTC should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual student.
- 1.5 The aims of this policy are:
 - 1.5.1 To support the students' development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which students feel safe, secure, valued, respected and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff and volunteers in regulated activity, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - 1.5.4 To provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the UTC, contribute to assessments of need and support packages for those children who are in need of further support.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc., and governors

- 1.5.5 To emphasise the need for good levels of communication between all members of staff.
- 1.5.6 To develop structured procedures within the UTC which will be followed by all members of the UTC community in cases of suspected abuse.
- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff and volunteers working in regulated activity within our UTC who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and that a central record is kept for audit.

2. Safeguarding Policy Statement

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
 - there is a Child Protection/Safeguarding policy with a staff Code of Behaviour policy.
 - the UTC has procedures for dealing with allegations of abuse against staff and volunteers in regulated activity and to make a referral to the DBS and the National UTC of Teaching and Leadership if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been, had they not resigned.
 - the Chief Executive Nicole Louis is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal.
 - child Protection/safeguarding policies and procedures are reviewed annually by the full Governing body and the Child Protection/Safeguarding Policy is available on the UTC intranet and main website.
 - students are taught a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE). This must include Safeguarding and e-Safety.
 - that enhanced DBS checks are in place for all staff and volunteers in regulated activity regardless of position held within the UTC.

- all staff from another organisation have been checked for suitability to support and manage our students when they visit a site other than the UTC.
- 2.1.2 The DSL, Kam Bains, is a member of the Senior Leadership Team. The Principal, Dan Cundy, oversees all child protection/safeguarding issues. The Vice Principal will have undertaken the relevant training, and, upon appointment, will undertake 'DSL new to role' training which will be followed by biannual updates.
- 2.1.3 The DSL and Senior Leaders who are involved in recruitment, and at least one member of the governing body will also complete Safer Recruitment Training (currently on-line on the NSPCC website) to be renewed every 5 years.
- 2.1.4 All members of staff and volunteers in regulated activity are provided with child protection awareness information at induction, including a meeting with the Lead DSL who will provide copies of the Safeguarding Policy together with KCSIE document Part 1.
- 2.1.5 All staff must read at least Part 1 of the Keeping Children Safe in Education September 2018 document and sign a declaration that they have understood this guidance.
- 2.1.6 All staff and volunteers in regulated activity have safeguarding awareness training, updated by the DSL on a yearly basis, and on an ad-hoc basis as changes are instituted, to maintain their understanding of the signs and indicators of abuse in line with guidance from Lambeth Local Authority.
- 2.1.7 After their first meeting with the DSL all members of staff, volunteers in regulated activity and governors know how to respond to a student who discloses abuse.
- 2.1.8 Our Visitors' Policy ensures the suitability of adults working with children on UTC sites at any time.
- 2.1.9 Community users organising activities for children are aware of the UTC's Child Protection/Safeguarding guidelines and procedures.
- 2.1.10 Child protection type concerns or allegations against adults (including volunteers in regulated activity) working in the UTC must be referred to the Principal who will contact the LADO³ within 1 working day for advice, and any member of staff found not suitable to work with children will be referred to the Disclosure and Barring Service (DBS)⁴ for consideration for barring. South Bank Engineering UTC is also under a duty to make a referral to the Teaching Regulation Authority where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be appropriate. The reasons for such an

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

⁴ Contact the LADO for guidance in any case

order would be: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.

- 2.2 Our procedures will be regularly reviewed yearly but also when required to by guidance and legislation.
- 2.3 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, are clearly advertised in the UTC, with a statement explaining the UTC’s role in referring and monitoring cases of suspected abuse.
- 2.4 The policy is available publicly on the UTC website. Parents/carers are made aware of this policy and their entitlement to have a hard copy of it via the UTC’s website.
- 2.5 All staff recognise and accept that abuse can occur in any situation including the home, UTC and all forms of clubs and societies and that everyone having contact with young people, whether paid or voluntary, has a role to play in safeguarding the welfare of children and preventing their abuse
- 2.6 Ensuring access to confidential information is restricted to the appropriate staff and the appropriate external authorities.

21 page summary for staff at:

<R:\Child Protection\2018-19\KCSIE\Keeping Children Safe in Education - Part 1 - September 2018.pdf>

3. Responsibilities

- 3.1 The Designated Safeguarding Lead is responsible for:
 - 3.1.1 Referring a child, if there are concerns about possible abuse, to the Children’s Social Care Team, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF) unless in an emergency. The LADO or Area Education Safeguarding Advisor can be contacted for advice/guidance.
 - 3.1.2 Keeping written records of concerns and these must be passed on to make an immediate referral.

- 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from student records and are copied on to the student's next UTC.
 - 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the student's records.
 - 3.1.5 Liaising with other agencies and professionals including the Disclosure and Barring Service and/or Police (in cases where a crime may have been committed)
 - 3.1.6 Ensuring that either they or the Deputy DSL attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report.
 - 3.1.7 Ensuring that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
 - 3.1.8 Organising child protection/safeguarding induction and update training every 2 years for all UTC staff and providing refresher training every two years for DSL and Deputy DSL.
 - 3.1.9 Together with the Principal providing a report for the governing body, detailing any changes to the policy and procedures, training undertaken by the DSL and by all staff and governors; number and type of incidents/cases and number of children on the child protection register (anonymised)
- 3.2 The UTC will recognise the importance of the designated person and ensure s/he has the time and training to undertake his/her duties to undergo refresher training every two years which is in accordance with locally agreed procedures and includes interagency working and attendance to regular training and designated teachers meetings hosted by Lambeth Safeguarding Children Board (LSCB)
- 3.3 It is the responsibility of The Children Safeguarding Board and/ or the police to determine whether or not abuse has taken place. It is everyone's responsibility to report any concerns. Where there are serious concerns, contact must be made with local agencies within 24 hours in writing.
- 3.4 All staff who work with children must comply with this policy in conjunction with the Staff Handbook and Code of Behaviour.
- 3.5 It is the responsibility of the individual staff member to familiarize themselves with Safeguarding literature and to attend all training required by South Bank Engineering UTC.

- 3.6 The UTC may under Section 47 of the Children Act 2004 be required to inform other agencies of Child Protection concerns with or without parental/guardian consent.
- 3.7 In order to comply with the Children Act 2004 the UTC will record all students transferring to another school (see appendix 4) and will inform the school of any child protection issues. This information will be sent by recorded delivery and a telephone check made to ensure the information has been received.

4. Supporting Students

- 4.1 We recognise that a student who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2 We recognise that the UTC may provide the only stability in the lives of students who have been abused or who are at risk of harm.
- 4.3 We accept that research shows that the behavior of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 Our UTC will support all students by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the UTC.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Ensuring early intervention procedures must be in place.
 - 4.4.5 Providing continuing support to a child about whom there have been concerns and who leaves the UTC by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the UTC's medical records are forwarded as a matter of priority, with relevant permissions.
 - 4.4.6 Encouraging students to gain support via the UTC Counsellor and the Independent Listener and to have help line contact numbers to be able to have independent support outside the UTC Community.

5. Recognising Abuse

- 5.1 Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur, or has already taken place. Whilst it is accepted that staff are not experts at such recognition, staff do have a responsibility under Section 11 of the 2004 Children Act to 'know how to recognise and refer signs of abuse'. (refer to appendix 1)
- 5.2 All staff have a duty to discuss any concerns they may have about the welfare of a person immediately with their DSL or line manager or another senior member of staff. All concerns must be reported directly to the DSL and the Principal – Dan Cundy. The DSL and Principal will discuss with the local Lambeth LADO team in accordance with government guidance.
- 5.3 Abuse can happen wherever there are children, and children of any age can be abused. The effects of abuse can be damaging and if untreated they may follow a person into adulthood. All staff should have an understanding of abuse and neglect and know how and when to take action.

South Bank Engineering UTC will put in place training and support programmes to ensure that all staff are able to deal effectively with any suspicions of abuse, poor practice or neglect.

See Appendix 1 for Definitions of Abuse.

6. Confidentiality

- 6.1 We recognise that all matters relating to child protection/safeguarding are confidential.
- 6.2 The Principal or DSLs will disclose any information about a child to other members of staff on a need to know basis only in line with the sharing Information protocol guidance by the government.
- 6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 6.5 We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the LADO on this point.

7. Supporting Staff

- 7.1 We recognise that staff working in the UTC who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

8. Allegations against staff

- 8.1 All UTC staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of or in the presence of other adults.
- 8.2 All Staff should be aware of the UTC's own Staff Code of Behaviour (see Appendix 5) policy. In addition, guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁵.
- 8.3 We understand that a student may make an allegation against a member of staff or volunteer. If an allegation or any concerns for the welfare of a student arising from abuse or harassment by a member of staff is made, or if information is received which suggests that a person may be unsuitable to work with children, this must be reported immediately to the DSL and the Principal must be informed, or in his absence the nominated governor for child protection, Professor Rao Bhamidimarri.
- 8.4 False allegations of abuse do occur. However, if a student says or indicates that he/she is being abused, or information is obtained which gives concern that a student is being abused, this should never be ignored.
- 8.5 South Bank Engineering UTC assures all staff that it will fully support and protect anyone who, in good faith (without malicious intent), reports his or her concerns about a colleague's practice or the possibility that a student may be being abused.
- 8.6 The Principal or the DSL will discuss the content of the allegation with the LADO as soon as possible and no longer than within one day. If a crime may have been committed then this will be reported to the police by the Principal in liaison with DSL.

⁵ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

- 8.7 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform Rao Bhamidimarri - Chief Executive - who will consult as in 8.6 above, without notifying the Principal first.
- 8.8 The UTC will follow the Lambeth LADO procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 8.9 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and the Principal will seek the advice of the LADO and HR in making this decision. A risk assessment will be carried out.

There is a flow diagram in Appendix 2 for what to do if you suspect or need to respond to a student child protection allegation/concern.

If a disclosure is made, staff should:

- react calmly so as not to frighten the student .
- reassure the student that he/she was right to tell.
- not make promises of confidentiality, but let them know you may have to tell another adult depending on the circumstances.
- take what the student says seriously, recognising the difficulties inherent in interpreting what is said by a student.
- keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Questions should not be leading. Questions should only consist of Who...? What...? When...? Where...? It should be information gathering and fact finding. Under no circumstances should you investigate the incident. It should include:-
 - a) the nature of the allegation.
 - b) a description of any visible bruising or other injuries.
 - c) the student's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
 - d) witnesses to the incident(s).
 - e) any times, dates or other relevant information.
 - f) a clear distinction between what is fact, opinion or hearsay.

Make a full written record of what has been said, heard and/or seen as soon as possible using the appendix 3 –logging a concern sheet and updating on Magellan using the safeguarding box and writing in the pink section only.

Actions to be avoided

The person receiving the disclosure should not:

- panic.
- allow their shock or distaste to show.
- probe for more information than is offered.
- speculate or make assumptions.
- make negative comments about the alleged abuser.
- approach the alleged abuser.
- make promises to agree to keep secrets/ confidences.
- discuss the issue with anyone other than their DSL.

Staff are not responsible for deciding whether or not student abuse is taking place. However, there is a responsibility and a duty to act on any concerns and to protect a student in order that appropriate agencies can then make enquiries and take the necessary action to protect the student.

Publication restrictions:

Law prohibits the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same UTC (where that identification would identify the teacher as the subject of the allegation).

The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

“Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions. Breach is potentially a criminal offence although defences are available.

9. Whistle-blowing

- 9.1 We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.
- 9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of

colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

- 9.3 Whistle-blowing re: the Principal should be made to the Chief Executive whose contact details are on p.2 above.

10. Physical Intervention

- 10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a student is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 10.2 Staff should adhere to the Use of Force to Control and Restrain Policy and any such event should be recorded and signed by a witness using the record form in the restraint policy.
- 10.3 We understand that physical intervention of a nature which causes injury or distress to a student may be considered under child protection or disciplinary procedures.
- 10.4 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.⁶

11. Anti-Bullying

- 11.1 Our UTC policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms: cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied. We keep a record of bullying incidents.

Please refer to South Bank Engineering UTC Anti-Bullying Policy.

12. Allegations made against another Student

- 12.1 It is important to recognise that in some cases of abuse, it may not always be an adult abusing a student. An abuser may be a young person, abusing another

⁶ 'Guidance on Safer Working Practices is available on the DfE website
Safeguarding Policy

young person for example in the case of bullying. Staff should also be aware of student relationships and the potential for peer abuse.

- 12.2 If a disclosure of abuse is made by a student against another student then the DSL must be informed. The DSL will liaise with the Principal and obtain advice from the LADO – or liaise directly with Social Services to determine the next steps.
- 12.3 The allegation must be recorded in writing and the report passed to the DSL. The young person making the allegation must be treated with care and respect and their welfare safeguarded during the process.
- 12.4 The DSL will take advice from Social Services and organise the next steps in the process. The DSL will liaise with the Principal and ensure all records are kept and that both young people are safeguarded as appropriate.
- 12.5 In any case of possible abuse by one or more students against another student, such abuse will be referred to the Lambeth Safeguarding Children Board.
- 12.6 Where a student's behaviour causes significant harm to other students, for example through violent or sexually abusive behaviour, the UTC will refer the child to FSSW/ MASH (Family Services and Social Work and Multi-agency safeguarding hub) under the Children who harm other children protocol.

13. Racist Incidents

- 13.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents. This record is kept by the Welfare Team and is confidential to the Welfare Team and Senior Leadership Team.

14. Prevention of Radicalisation

The UTC safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

Under Counter-Terrorism and Security Act 2015, the UTC also has a duty to refer young people on to Lambeth's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

The UTC should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where the UTC may have

concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, they should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The UTC designated safeguarding lead should be consulted for internal advice on making a referral.

To make a referral to the Channel Panel, the UTCs should first refer the young person to the MASH team using an e-CAF in the same way as for other safeguarding referrals. Where possible, the UTC should gather any relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour, and known associates.

When making a referral, if the referral is considered appropriate for Channel support, the UTC will be invited to the multi-agency panel meeting to provide information on the concerns that have been noted, and contribute perspectives on the most appropriate support that should be offered to the student and/or family.

15. Prevention

15.1 We recognise that the UTC plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The UTC community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. Include regular consultation with children e.g. PSHE participation.
- Encourage students to report directly if they are unhappy about certain issues.
- Ensure students know there is an adult in the UTC whom they can approach if they are worried or in difficulty.
- Include Safeguarding across the curriculum, including in PSHE, providing opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety.
- Ensure all staff are aware of UTC guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

16. Health & Safety

- 16.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students both physically within the UTC environment, for example in relation to internet use, and when away from the UTC and when undertaking UTC trips and visits.

17. Visitors on Site

Visitors to the UTC should be accompanied and sign in at reception. A lanyard will be given to the visitors and this indicates that they are not DBS checked and must not be left alone with students. A visitor's policy is in place and must be adhered to at all times.

18. IT, Media Imaging and Technology

- 18.1 The UTC is aware of the importance of creating a safe ICT learning environment and in particular:

- An infrastructure of whole-site awareness and responsibilities.
- Effective range of technological tools.
- Comprehensive education programme for all students and staff
- Review of the process to monitor the effectiveness of the above

Please refer to the e-safety Policy

18.2 Media Imaging and Photography

There is evidence that some people have used the leisure environment as an opportunity to take inappropriate photographs or film footage of young people in vulnerable positions. South Bank Engineering UTC Online Safety policy guidelines should be implemented at all times when photographic or any other filming equipment is being used.

- 18.2.1 For the purposes of this policy, photographic filming equipment includes any equipment or device capable of capturing and storing or transmitting static or moving images.

18.2.2 Any use of photographic images must bear in mind Terms and Conditions as signed by the student and be stored in the appropriate hard drive labelled UTC Photos folder with the title of the Event.

18.2.3 The use of video technology as a coaching aid is fully recognised by South Bank Engineering UTC. However, express written permission to use video

to this end must be sought through individual participants bearing in mind Terms and Conditions as signed by the student.

- 18.2.4 No matter what arrangements are put in place to prevent the misuse of cameras, videos or mobile phones with digital image recording, the very nature of 'peeping tom' type photography makes it difficult to police.
- 18.2.5 In recognition of 18.2.4 South Bank Engineering UTC asks all staff members to be alert to any suspicious activity, particularly where students may be involved, and encourages them to report any such incidents at the earliest opportunity.
- 18.2.6 Only use images of subjects in suitable dress or where the dress is appropriate to the given situation in order to reduce the risk of inappropriate use. There are some sports activities – swimming, gymnastics and athletics for example where the risk of potential misuse is much greater. With these sports the content of the photograph should usually focus on the activity not on focus solely on a particular subject.

NB The above guidance should not be considered exhaustive and more detailed guidance may be required for specific posts/activities. If staff have any concerns regarding the appropriateness of any practice/action they should contact their line manager/senior manager.

19. Substance Misuse and Safeguarding

- 19.1 The discovery that a student is misusing substances, legal or illegal or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate Safeguarding 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 substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.
- To believe the student's substance misuse 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.

19.2 Children of Substance Abusing Parents

Further enquiries and or further action will be taken when the UTC receives reliable information about drug and alcohol abuse by a student'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.
- The young person is not being provided with acceptable or consistent levels of social and health care.
- The young person is being exposed to criminal behaviour.

Please refer to the UTC Misuse of Non- Prescribed Drug Policy

19.3 Mental Health/Self Harm /Eating Disorders/ Those In Need of Help

The discovery that a young person has mental health/self-harm or eating disorder in itself may not be necessary to initiate Safeguarding proceedings, but where the child is at risk of harm to themselves or others then a referral will be made to Social Services.

The UTC will consider the actions below:

- Refer the student to seek appropriate professional help.
- Support the student through the referral process.
- Liaise with professionals to ensure we provide wrap around the student.
- Liaise with parents under the agreement of the student and, where appropriate.

Please see the Medical Care Policy for further advice

20. Children in Care

Children in Care

The Vice Principal, carries responsibility for children in care and will monitor educational outcomes and pastoral issues in conjunction with the Welfare Team.

21. Implementation, Monitoring and Review Procedures

- Governors regularly visit the UTC to check compliance and that all safeguarding processes are fully in place and operating correctly.
- The UTC will operate sound recruitment procedures for all staff including KCSIE and Safer Recruitment Practice and Training.
- DSL to remain updated on legislation relating to Safeguarding and undergo refresher training at required intervals.

- DSL to produce an annual report on safeguarding for presentation to the Board of Governors in conjunction with the Principal.
- The Principal is required to pay heed to the advice of the DSL who is a senior figure in the UTC.
- Monitoring of this policy will be undertaken by:
 - the Full Governing Body reviewing the policy and annual report
 - the Principal reviewing the central register

All Safeguarding and Welfare Policies have regard to the guidance issued by the Secretary of State and the Lambeth Safeguarding Children Board procedures.

Appendix 1 Definitions and Indicators of Harm and Abuse

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Family Services and Social Work (FSSW) have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering significant harm. Types of abuse and neglect as defined by Lambeth Safeguarding Children Board:

1. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
2. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
3. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
4. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the

internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision • Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care • A child seen to be listless, apathetic and irresponsible with no apparent medical cause • Failure of child to grow within normal expected pattern, with accompanying weight loss • Child thrives away from home environment
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	<ul style="list-style-type: none"> • Child frequently absent from UTC • Child left with adults who are intoxicated or violent • Child abandoned or left alone for excessive periods
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment • Several different explanations provided for an injury • Unexplained delay in seeking treatment • Parents are absent without good reason when their child is presented for treatment • Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury) • Family use of different doctors and A&E departments • Reluctance to give information or mention previous injuries <p>Bite marks can leave clear impressions of the teeth.</p> <ul style="list-style-type: none"> • Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. • A medical opinion should be sought where there is any doubt over the origin of the bite.
Sexual abuse	<p>Students of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.</p> <p>Some behavioural indicators associated with this form of abuse are:</p> <ul style="list-style-type: none"> • Inappropriate sexualised conduct • Sexually explicit behaviour, play or conversation, inappropriate to the child’s age

	<ul style="list-style-type: none"> • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual and inappropriate or excessive masturbation • Self-harm (including eating disorder), self-mutilation and suicide attempts • Involvement in prostitution or indiscriminate choice of sexual partners • An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties) <p>Some physical indicators associated with this form of abuse are:</p> <ul style="list-style-type: none"> • Pain or itching of genital area • Blood on underclothes • Pregnancy in a younger girl where the identity of the father is not disclosed • Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
Emotional abuse	<p>Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.</p> <p>The following may be indicators of emotional abuse:</p> <ul style="list-style-type: none"> • Developmental delay • Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment • Indiscriminate attachment or failure to attach • Aggressive behaviour towards others • Scape-goated within the family • Frozen watchfulness, particularly in pre-school children • Low self-esteem and lack of confidence • Withdrawn or seen as a “loner” – difficulty relating to others
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem

	<ul style="list-style-type: none"> • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals
Bruising	<p>Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:</p> <ul style="list-style-type: none"> • Any bruising to a pre-crawling or pre-walking baby • Bruising in or around the mouth, particularly in small babies which may indicate force feeding • Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive) • Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally • Variation in colour possibly indicating injuries caused at different times • The outline of an object used e.g. belt marks, hand prints or a hair brush • Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting • Bruising around the face • Grasp marks on small children • Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
Burns and Scalds	<p>It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.</p> <ul style="list-style-type: none"> • Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine) • Linear burns from hot metal rods or electrical fire elements • Burns of uniform depth over a large area

	<ul style="list-style-type: none"> • Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks) • Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation • Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.
Fractures	<p>Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.</p> <p>There are grounds for concern if:</p> <ul style="list-style-type: none"> • The history provided is vague, non-existent or inconsistent with the fracture type • There are associated old fractures • Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement • There is an unexplained fracture in the first year of life

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the DSL, DDSL, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Sexual Abuse by Young People

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses, such as loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations

- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

It is mandatory to report all instances of FGM need to the Police.

Appendix 2 Allegation against staff flowchart

Concerned about a Student?

In the first instance share your concerns with the DSL, Vice Principal or Principal. If the DSL is accused then concerns or allegations should be shared with Principal.

Emotional Abuse	Physical Abuse	Neglect	Sexual Abuse	Organised Abuse	Internet
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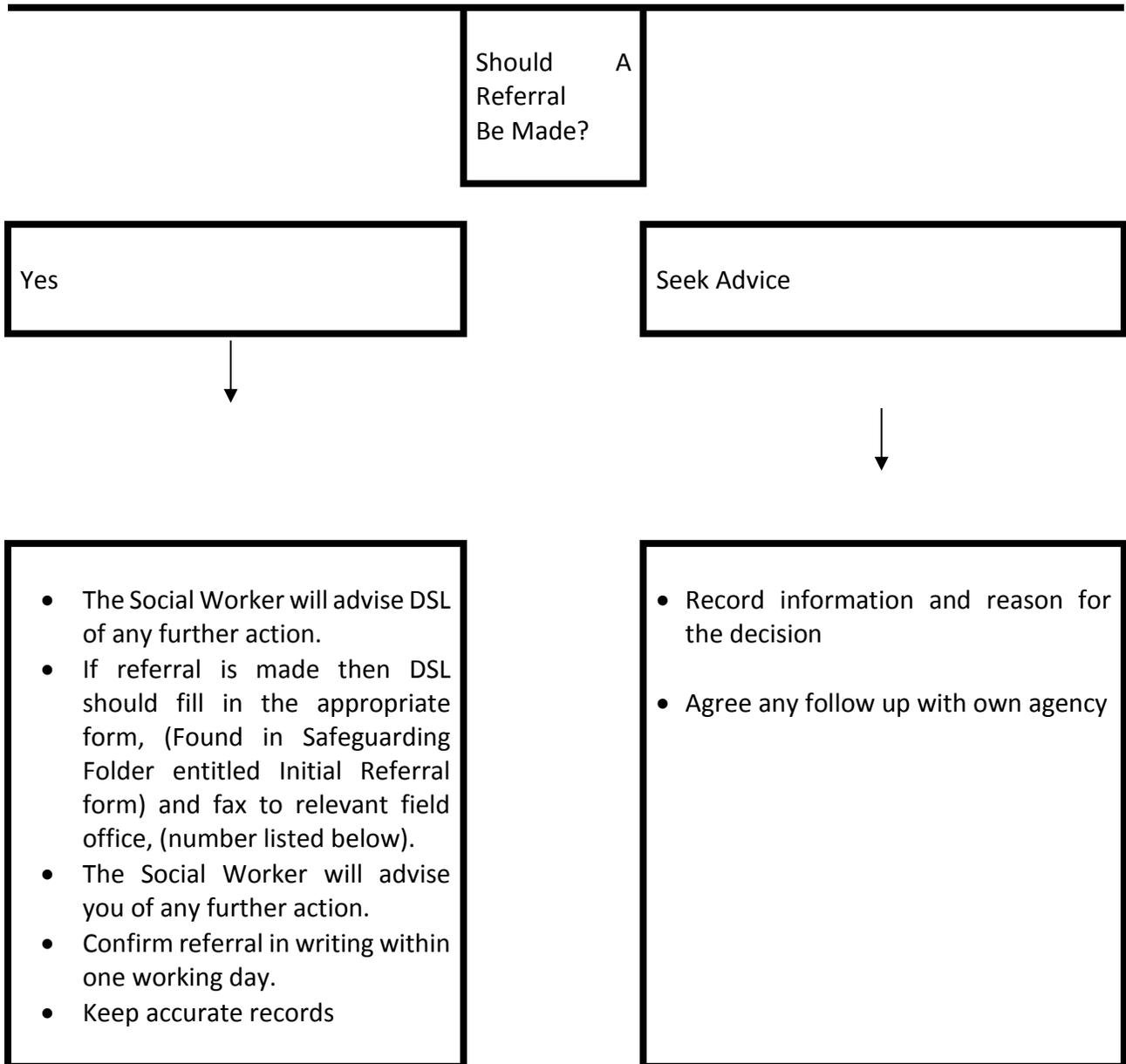
Responding to disclosures?

1. It is important that you listen and appear to have time.
2. Stay calm and show that you are taking this seriously.
3. Young person discloses abuse.
4. You do not have to make any decision as to whether or not the student is telling the truth.
5. You should reassure the student and tell him/her that she/he has done the right thing in telling you, that it is not his/her fault and that it has happened to other students.
6. Never ask leading or closed questions.
7. Never judge or condemn the alleged abused.
8. Explain the information will have to be passed on.
9. Don't promise to keep the abuse secret or make any other promises you cannot keep.
10. If a child says they will only tell you if you promise not to pass the information on explain that this is not possible, even if this means they refuse to say anything more.
11. Record the conversation promptly and accurately on a logging concern sheet, date and sign it and pass it on to the Designated Safeguarding Lead immediately.

What Happens Next?

DSL will confer with Principal. Advice will be sought from Children's Social Services. Best Practice to consult with Duty Social Worker or Social Services.

If allegations are made against staff it must be discussed with LADO prior to any action



Appendix 3 Logging a Concern about a Child's Safety and Welfare

Name and Address of School/Establishment or Agency		
Child's Full Name		
DOB	Ethnicity	Gender
Today's Date – D/M/Y		Time
Your Name (print)		Your Signature
Your Role		
Date of Concern/Incident		Time of Concern/Incident
Describe the incident as factually as possible. Include who was involved, where it happened, exactly what happened etc. Remember to describe clearly any behavioural or physical signs you have observed.		

Appendix 5 Code of Behaviour: Good Practice Guidelines

All staff will be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense guidelines of how this can be achieved (they are not exhaustive):

- Never making sexually suggestive comments to students in jest or fun, or engages in rough, physical or sexually provocative games, including horseplay
- Never asking for personal information without providing an explanation of the reason for asking it and how the information is going to be used and stored and not guaranteeing confidentiality and privacy.
- Doing things of a personal nature for a student that they can do for themselves
- If a student approaches you inappropriately, discourage them and ensure you implement safe working practices such as: you are never alone with them, informing your line manager immediately or as soon as possible. In addition, make a written record of what has happened, including dates and times; what you said to your student; whom you spoke with after the event; and what advice you were given.
- If you find yourself in the position of teaching one on one always notify your line manager or another member of staff of the situation. If you have to move location then this also needs to be made known. Always leave the classroom door open and always make sure the student sits nearest the door. Where this is not possible, never obstruct exit pathway of the student by placing yourself between the exit and the student.
- If you have to speak to a student on a personal matter it is always best practice to have another member of staff present. Where this is impossible, notify your immediate line manager prior to speaking to the student and where this is not feasible then as soon as you possibly can and remember to record notes about the interaction.
- If you are teaching a subject which requires physical contact to support your teaching such as in Music or sports, ensure that you have made the student aware that physical contact is required, i.e. "I am going to show you how to place your arm. Is it ok if I hold your arm?" You should never engage in physical contact without prior agreement with the student.
- It is not appropriate for staff to socialise with students without the UTC being aware, and it is not appropriate for staff to use chat rooms or other online forums not set up by the UTC to communicate with students (i.e. Facebook and Twitter). Staff should always communicate within clearly defined boundaries. Staff should ensure that:
 - Personal social networking sites are set at private and never listed as approved contacts
 - Staff never use or access social networking sites of students
 - Staff do not give their personal mobile details to students, including their mobile telephone number
 - Staff only use equipment e.g. mobile phones, provided by school/service to communicate with students, making sure that parents have given permission for this form of communication to be used

- Staff only make contact with students for professional reasons and in accordance with any UTC policy
- Staff recognize that text messaging should only be used a part of an agreed protocol and when other forms of communication are not possible
- Staff do not use internet or web-based communication channels to send personal messages to a young person
- Staff may not register or post on the SBEUTC Facebook page without the express permission of the Principal. A new account must be created without any personal details or friends on and students may not access any personal information about you. Your UTC email should be used to sign up and not a personal one.
- Staff should not use personal mobiles to contact students at any time.
- Staff should not use personal cameras to take pictures of students.

NB The above guidance should not be considered exhaustive and more detailed guidance may be required for specific posts/activities. If staff have any concerns regarding the appropriateness of any practice/action they should contact their line manager/senior manager/DSL.

Appendix 6 Internal Inquiries and Suspension – Staff Procedure

All allegations of abuse will be taken seriously unless otherwise stated. In all instances where a student makes an allegation against a member of staff it will be reported to the Principal and depending upon the nature of the allegation a number of things will be set into motion. The DSL will also be available to advise the Principal.

Throughout any proceedings whether internal or external the ultimate welfare of the student will remain paramount. That is to say that the student's version of events will be, unless otherwise indicated, taken seriously until they have been proven by fact or by careful weighing up of the circumstances and balance of probabilities that the allegation is false, erroneous or misconstrued. As such, there are a number of implications that all members of staff need to consider. Since, South Bank Engineering UTC is duty bound to take all complaints seriously, it promotes that. Since any future proceeding investigation may have profound implication upon the physical, social, mental, psychological and practical aspects of an individual career and life, the responsibility and onus for safeguarding against any safeguarding accusation, allegation or complaint is solely placed on the shoulders of the staff member. This is because, depending upon the nature of the allegation, the accused may be removed, and/or suspended from their post or position until a full investigation has taken place.

Where there is a complaint of abuse against a member of staff or volunteer, there may be two broad types of investigation: Internal and/or External. Allegations must be referred immediately to the Lambeth Local Safeguarding Children's Board (LADO for allegations against staff and Social Services for allegation of abuse of a student), and if there are questions concerning what constitutes a serious allegation the advice of the LADO will be requested and followed. In all allegations or complaints, internal procedures will be triggered. These consist of, (but are by no means exhaustive):

- Immediate risk assessment to determine the needs of the student. The DSL and Principal will take such steps as they feel appropriate to ensure the safety of the student in question and any other student who may be at risk.
- Two members of staff, preferably mixed gender and DSL/ Principal, to gather information and facts only, (not investigate) from student
- DSL to converse with CSCB/LADO team and Principal
- If agreed with LADO, the DSL to set up and chair a Safeguarding team to oversee the internal investigation. In most instances this team will comprise the DSL, the Vice-Principal, and other members of staff that may have a direct connection with the alleged incident
- A report compiled and a meeting held between DSL and Principal to determine way forward.

If following consideration and weighing up the probabilities there is no case to be answered then all events are accurately recorded and filed in Safeguarding register held by DSL. DSL is ultimately responsible for this procedure.

If, following consideration and investigation, the allegation is clearly about poor practice, the Principal along with the DSL or/and the Vice Principal will deal with it as a misconduct issue and will follow South Bank Engineering UTC disciplinary procedure.

If, following consideration and investigation, the allegation is clearly about certain misunderstandings, then the Principal along with the DSL or/and the Vice Principal, will offer as part of a support package, advice, guidance, and opportunities to students, parents and members of staff.

There are several outcomes for any safeguarding investigation and depending upon the nature and circumstances of the allegation these will dictate which outcomes are forthcoming.

Suspension of staff: In line with statutory guidance South Bank Engineering UTC will seek alternatives before suspension of a member of staff. The Guidance contains suggestions, such as redeployment of staff, moving the student(s) to other classes (making it clear that this is not a punishment), providing an assistant to be present when the member of staff has contact with students. If immediate suspension is considered necessary, the rationale should be agreed with the LADO and recorded. A risk assessment must be completed.

The individual may face, (not mutually exclusive), Internal Disciplinary Procedures, Criminal Proceedings and/or civil proceedings, instigated by the person/family of the person who alleged the abuse. The results of the Police and Lambeth Social Services investigation may influence the SBE UTC disciplinary investigation, but not necessarily. It is important to realize that irrespective of the findings of Lambeth Social Services or of police inquiries, SBE UTC will treat all individual cases under disciplinary procedures.

The UTC is duty bound to report promptly to the DBS any dismissal of staff with regards to allegations of abuse against a young person within the set criteria laid out by the DBS. South Bank Engineering UTC is also under a duty to make a referral to the National UTC for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be appropriate. The reasons for such an order would be: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Further guidance is published on the NCTL website. Where a referral has been made to the DBS, it is necessary for a referral also to be made to NCTL.

Allegations made against the Principal should be referred to Professor Rao Bhamiddimarri, the Chief Executive, who will investigate alongside a Designated Safeguarding Lead.

Appendix 7 Additional Resources:

- Working together to safeguard children, March 2015:
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)
- Keeping Children Safe in Education,
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- bullying including cyberbullying:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Children at risk of sexual exploitation: www.cscb.org.uk
- Children who run away/go missing:
http://cscb.org.uk/downloads/policies_guidance/local/CSCB%20Missing%20Children%20protocol%202010.pdf
- domestic Violence : <https://www.gov.uk/guidance/domestic-violence-and-abuse>
- Young people living with domestic or sexual violence : Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Lambeth Safety Net on 020 7974 1864 for advice and support.
- drugs : <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness:
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse: <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) – see also below
<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>
- forced marriage :<https://www.gov.uk/forced-marriage>

- gender-based violence/violence against women and girls (VAWG)
:<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
- mental health : <https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering: <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- Radicalisation: <https://www.gov.uk/government/publications/channel-guidance>
- Prevent duty guidance for England and Wales (March 2015)
- Sexting: <http://ceop.police.uk/>
- teenage relationship abuse <https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking: <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Young carers: If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on 020 7272 6933 for advice and can refer the pupil on for services and support. Further details can be found on the website: www.family-action.org.uk