



UNIVERSITY  
TECHNICAL COLLEGE BOLTON

## **SAFEGUARDING POLICY**

**2018-2019**

**Approved: Chair Interim Management Committee**

**Signed: B Webster**

**Date: 15<sup>th</sup> October 2018**

**Date for Review: October 2019**

**Revision History:**

<b>Revision History</b>			
<b>Revision</b>	<b>Date</b>	<b>Owner</b>	<b>Summary of Changes</b>
1	September 2016	DM	Update
2	December 2016	DM	Reference to UTC Preventing Radicalisation and Extremism Policy added. Principal changed to Headteacher throughout.
3	January 2017	DM	Headteacher changed to Principal throughout
4.	June 2017	AA	Full Revision of Policy  Replacement of Governing Body with Interim Management Committee  Replace Acting Principal (Liam McDaid) with Vice Principal (Nicola Glynn) as Alternate DSL
5	September 2018	LM	Update in line with updated legislation, DfE Statutory Guidance and Ofsted Inspection Handbook

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## **1: General Principles**

This policy applies to all staff, volunteers, the Interim Management Committee (IMC) Governors and UTC Trust members, students, sessional workers, visitors and University of Bolton staff working at UTC Bolton.

The purpose of this policy is to protect all UTC Bolton students and to provide all staff with the overarching principles that guide the approach of the UTC to Safeguarding and Child Protection.

UTC Bolton is committed to providing an environment in which all staff are appropriately trained and supported to recognise and fully discharge their responsibility to safeguard students and promote the highest standards of student welfare.

This Safeguarding Policy should be read in conjunction with the following:

- Acceptable User
- Accessibility Plan
- Anti-Bullying
- Behaviour Policy
- Child Protection Policy
- Complaints Procedures
- Educational Visits Policy
- GDPR Policy
- Preventing Radicalisation and Extremism Policy
- Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct
- Supporting Students with Medical Conditions
- Whistleblowing

UTC Bolton is committed to supporting all staff to understand and undertake their responsibilities in relation to Safeguarding and Child Protection. UTC Bolton has a statutory and moral duty to safeguard and promote the welfare of young people attending the UTC.

This policy and procedures do not form part of the contract of employment; however, they apply to all full and part time employees of the UTC, including those employed on temporary or fixed-term contracts. Volunteers and contractors who offer their services to the UTC and parents/carers will be made aware of this policy and procedures.

## 2: Legislation and Guidance

This Safeguarding Policy is underpinned by the laws, principles and guidance drawn up to protect children, namely:

- The Children Act (1989)
- United Nations Convention of the Rights of the Child (1991)
- The Data Protection Act (1998)
- The General Data Protection Regulation (2018)
- The Human Rights Act (1998)
- The Sexual Offences Act (2003)
- Children Act (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Protection of Freedoms Act (2012)
- Children and Families Act (2014)
- SEND Code of Practice (2014)
- Bolton Safeguarding Children Board's Procedures.
- The Ofsted School Inspection Handbook Gov.UK (2018)
- *Safeguarding Concerns- Guidance for Inspectors Ofsted Gov.UK (2018)*
- *Keeping Children Safe in Education DfE Statutory Guidance (2018)*
- *Working Together to Safeguard Children- A guide to inter-agency working to safeguard and promote the welfare of children HM Gov (July 2018)*
- *Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (2014) updated July (2017)*
- *Sexual Violence and Sexual Harassment between Children in Schools and Colleges DfE guidance (updated May 2018)*

### UTC Commitment to Safeguarding

The UTC believes that the interests and welfare of students is paramount and will uphold the right of all children and young people to be protected from abuse regardless of race, culture, religion, gender, sexuality or disability.

Every student is entitled to be known as an individual and to be offered help and guidance with regard to their personal, social and learning needs.

It is recognised that some students are additionally vulnerable because of previous experiences and that working in partnership with students, parents, carers and other agencies is essential in promoting young people's welfare.

UTC Bolton aims to:

- Empower students through the curriculum, teaching and pastoral support offered to them. For example, the Culture Curriculum includes specific elements such as the MMU materials '*Learning Together to be Safe*' designed to combat violent extremism and eliminate radicalisation. Assemblies provide information about sexting (Appendix 1), online e-safety, FGM (Appendix 2) and child sexual exploitation.
- Identify students who may need early help or who are experiencing or likely to experience significant harm or significant under-achievement: providing support and taking appropriate action with the objective of producing positive outcomes for the student. This is because day-to-day contact with students makes UTC staff extremely well placed to observe any outward signs or indicators of abuse.
- Promote an ethos and an environment in which students feel secure, valued and listened to.
- Identify and support vulnerable students and take appropriate and prompt action to refer concerns to children's services professionals as required through local inter-agency referral protocols.
- Provide procedures for identifying early help needs and reporting cases, or suspected cases, of abuse or concern.
- Take immediate action to protect a student where he/she is suffering significant harm (i.e. their health and/or development has been or would be impaired compared with that which could reasonably be expected of a similar child), or is likely to do so.
- Take action to promote the welfare of a student in need of early help and additional support.
- Take action to safeguard students through working in partnership with other agencies under inter-agency procedures as identified by the Bolton Safeguarding Children Board.
- Support students who have a Child Protection Plan, a child in need plan or are under a CAF (Common Assessment Framework).
- Practice Safer Recruitment in line with current legislation, *Keeping Children Safe in Education* (2018) and best practice.

UTC Bolton will ensure that all staff:

- Fully recognise and understand their responsibility to safeguard students and are appropriately trained to identify and report possible cases of abuse as defined in the Child Protection procedures.
- Are aware of the DSL, the Alternate DSL and their roles in Safeguarding. All staff are expected to be familiar with and to consistently follow the procedures for reporting concerns.
- Are made aware of their duty to raise concerns with Children's Social Care Services should they continue to have concerns about a student.
- Are made aware of their duty to report directly to the Principal, any Safeguarding concerns about adults at the UTC. In the event of the concern being about the Principal, then this must be referred to the Chair of the Interim Management Committee without delay.
- Are fully aware of the concerns and issues around forced marriage and will follow inter-agency guidelines and report concerns to social care.
- Are made aware of and are alert to the signs, risks and behaviours around Child Sexual Exploitation (CSE) and will follow procedures for reporting concerns.
- Are made aware of and are alert to the signs, risks and behaviours around children missing education (CME) and missing from home and will report all absences and concerns. Early intervention is necessary to identify the existence of any underlying Safeguarding risk and to help prevent the risks of a student going missing in future. Staff should be aware of the UTC's policy on unauthorised absence and students missing from education procedures. UTC Bolton will inform the Local Authority of any student who fails to attend the UTC regularly or has been absent without the permission of the UTC for a continuous period of 10 sessions or more.
- Are made aware of and are alert to the risk factors and signs around the practice of female genital mutilation (FGM) and their mandatory duty to report concerns as required (Mandatory Reporting of FGM. Section 5B of the Female Genital Mutilation Act (2003) (as inserted by section 74 of the Serious Crime Act (2015))).

- Are made aware of and are alert to the signs, risks and behaviours around radicalisation and will follow the referral procedures as required under the Channel programme and Prevent Duty.
- Will receive regular training around current Safeguarding issues, awareness and referral procedures. This includes (but is not limited to) awareness of honour-based violence, trafficked children, abuse linked to faith and beliefs, domestic violence, fabricated or induced illness, teenage relationship abuse, violence against women and girls (VAWAG) and Safeguarding young people against gang activity.
- Are aware of the signs of mental health issues and will report concerns promptly.
- Are aware of their duty to report when a student may be subject to private fostering arrangements.

UTC Bolton will ensure that all students are aware of the DSL and Alternate DSL and their roles in relation to Safeguarding and Child Protection.

UTC Bolton follows the guidance set out by the Bolton Safeguarding Children Board (BSCB) for monitoring vulnerable students, identifying concerns and making referrals and handling allegations of abuse.

A copy of this policy is made available to parents and carers via the UTC website.

#### **4: Key Safeguarding Staff and Contacts**

##### **UTC BOLTON SAFEGUARDING/CHLD PROTECTION TEAM**

###### **Designated Safeguarding Lead (DSL)**

**David Morley** (Director of Inclusion and Student Support Services)  
Telephone Ext 4806, email: [D.Morley@utcbolton.org](mailto:D.Morley@utcbolton.org)

###### **Alternate Designated Safeguarding Lead (Alternate DSL)**

**Nicola Glynn** (Vice Principal)  
Telephone Ext 4823, email: [N.Glynn@utcbolton.org](mailto:N.Glynn@utcbolton.org)

###### **Governor with Responsibility for Safeguarding/Child Protection**

**John Baumber**  
Telephone: 07884232338; email: [john.baumber@kunskapsskolan.com](mailto:john.baumber@kunskapsskolan.com)

The Bolton Safeguarding website <http://boltonSafeguardingchildren.org.uk/> provides information about what to do if there are concerns about the Safeguarding of a student. This includes details of how to contact the local Referral and Assessment Children's Services Teams:

North Bolton; Astley Bridge, Bradshaw, Breightmet, Bromley Cross, Tonge Moor  
01204 337408 or 01204 331505

South Bolton; Burnden, Daubhill, Farnworth, Harper Green, Kearsley, Little Lever  
01204 337729 or 01204 337730

West Bolton; Blackrod, Deane, Heaton, Halliwell, Derby, Smithills, Hulton Park, Horwich, Westhoughton  
01942 634625

The above numbers for the referral and assessment team are office hours only – 9am-5pm.

Outside these times the Bolton Emergency Duty Team can be contacted on 01204 337777

Or alternatively discuss concerns can be discussed with the **NSPPC**:  
T – Freephone 0808 800 5000  
E – [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  
text – 88858

A child or young person who needs to talk to someone can contact Childline on Freephone 08001111 or visit **Childline**.

## **CEOP**

[www.ceop.police.uk](http://www.ceop.police.uk)

## **5: Professional Development and Staff Training**

UTC Bolton is responsible for:

- Choosing safe staff and volunteers. UTC Bolton requires an enhanced DBS check for all staff, volunteers, members of the Interim Management Committee working regularly or unsupervised within UTC Bolton.
- Ensuring that Safer Recruitment procedures are fully implemented, including the requirement for appropriate checks in line with national guidance and the UTC Safer Recruitment Policy, including ensuring

that at least one member of each appointment's panel has undertaken Safer Recruitment training.

- Appointing a Designated Safeguarding Lead (DSL) who is a member of the UTC Senior Leadership Team and ensuring that there is a named alternate. The DSL will have the appropriate training, knowledge, time and resources to fulfil the role.
- Ensuring that the DSL undertakes appropriate and mandatory training linked to the support and quality assurance process offered by the Local Authority and carry out those functions necessary to ensure the on-going safety and protection of students. This training will be updated at least every two years.
- Ensuring that all visiting speakers are properly vetted in accordance with the Prevent Duty and the content of any presentations is checked in advance.
- Ensuring that all staff receive Safeguarding training, updated annually. This covers:
  - Definitions of abuse
  - Signs and symptoms of abuse and neglect
  - Awareness of the UTC's Safeguarding procedures
  - Specific Safeguarding issues and awareness
  - Referral of concerns
  - Mandatory reporting duties
  - Management of allegations

Staff receive a copy of this policy and the latest version of the DfE document *Keeping Children Safe in Education* (September 2018) and are required to sign a copy of the UTC Bolton Safeguarding Pledge on an annual basis.

Additional online Level 1 Child Protection training is also provided via Bolton Safeguarding Children Board website:

<https://boltoncouncilwebteam.co.uk/onlinecourses/>.

All staff receive PROTECT awareness training.

The Safeguarding Team also access additional Bolton Safeguarding Children Board training and disseminate this information through weekly staff CPD.

## **6: The Role of Staff**

Staff at UTC Bolton may during the course of their day-to-day duties come across student protection issues. Student protection issues can concern a range of matters including: neglect, welfare needs, appearance, wounds, self-harm, beatings, burns and sexual abuse.

Reference to staff or adults comprises teaching staff, other staff and volunteers working in the UTC, and includes contractors to the UTC with direct contact with students, regardless of position, role or responsibilities.

All UTC Bolton staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the Foundation Years through to the teenage years. In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

Procedures are in place at Reception when visitors and temporary staff sign into the building to ensure that they are aware of their responsibilities with regard to Safeguarding and how they should contact the DSL should they need to pass information onward.

Staff working with students are advised to maintain an attitude of 'it could happen here' where Safeguarding is concerned. When concerned about the welfare of a student, staff members should always act in the interests of the student.

Anyone who has concerns about a student at UTC Bolton must use the 'Safeguarding Referral' form to refer the matter to the Designated Safeguarding Lead. This form can be accessed via the shared ICT network or from the main Reception.

Knowing what to look for is vital to the early identification of a need for early help, abuse and neglect. If staff members are unsure they should always speak to the Designated Safeguarding Lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care at Bolton Council.

All staff should be aware of the categories of abuse and indicators of abuse including:

Physical	Neglect and Failure to Thrive	Sexual	Emotional
Actual or likely physical injury to a student, or failure to prevent physical injury or suffering.	Neglect is the persistent failure to meet a student's basic physical and or psychological needs, likely to result in the serious impairment of the student's health or development.	Sexual abuse involves forcing or enticing a student or young person to take part in sexual activities, whether or not the student is aware of what is happening.	Emotional abuse is the persistent emotional ill treatment of a student such as to cause severe and persistent adverse effects on the student's emotional development.
Bruising around the eyes. Bruising around the ears. Bruising in and around the mouth. Fingertip bruising and grab marks on the limbs, face or chest wall. Slap marks – linear marks with a strip effect. Rings may also leave tell-tale marks. Bite marks produce crescent shaped bruising. Linear bruising or pin prick blood spots around limbs or the neck can be caused by tying up or strangling. Burns and scalds with a clear outline or in areas normally covered by clothing. Cigarette burns are also clearly demarcated, round and punched out. A high proportion of fractures.	Low self-esteem. Impairment of growth Pot belly, thin buttocks. Mottled hands and feet, which may be swollen. Poorly clothed, neglected appearance. Abnormally voracious appetite. Dry sparse hair. Failure to seek medical care. Failure to attend the UTC. Unhygienic home conditions which present a threat to health.	Fingertip bruising to the inside of the thigh. Itching, soreness, discharge, bleeding, pain on passing urine, repeated urinary tract infections. Rectal bleeding. Injuries to the genital area. Persistent abdominal pain or headaches without apparent cause. Pregnancy Withdrawal and introversion Sudden onset of wetting or soiling day and night. Sleep disturbance, nightmares, refusal to sleep alone. Display of sexual knowledge or behaviour beyond the student's years. Persistent or excessive masturbation, particularly in inappropriate settings. Behaving provocatively or seductively with adults or other students, or kissing inappropriately. Hinting at sexual activity through words, play or drawings. Appetite disorders Self-mutilation Running away, sleeping out, attempting suicide, abusing drugs or alcohol.	Low self-esteem and confidence. Poor relationships with other students. Responds unusually to praise. Withdrawn or seen as a 'loner' – difficulty relating to others. Indiscriminate attachment or failure to attach. Abnormal attachment between a student and parent/carer (e.g. anxious, indiscriminate or no attachment). Aggressive behaviour towards others.

**n.b. The factors described here are frequently found in cases of student abuse, but their presence is not necessarily proof that abuse has occurred. This is also not a definitive list. The absence of such indicators does not mean that abuse or neglect has not occurred.**

Students may also make disclosures about something that has happened. It is very important that all staff respond in the correct manner.

If a student makes a disclosure to a member of staff they should:

- ✓ Take the student seriously and believe in them.
- ✓ Listen to the student. At this point the member of staff must not question the student as this may prejudice any future actions.
- ✓ Never stop a student who is freely recalling significant events
- ✓ Tell the student that they are glad they have shared the information.
- ✓ Acknowledge that the student has been brave to share the information.
- ✓ Reassure the student that what has happened is not their fault and that the abuser is responsible for what has happened to them.
- ✓ Reassure the student that what has happened is not unusual and has happened to others.
- ✓ Be honest about their own position and tell them that they will have to tell somebody else about the disclosure i.e. that the matter cannot be kept a secret.
- ✓ Keep the student fully informed.
- ✓ Give the student information about other confidential sources of help such as Childline.
- ✓ Make a note of the discussion, taking care to record the timing, setting and persons present as well as what was said.
  
- ✓ Report the matter to the DSL immediately using the 'Safeguarding Referral' form to record the details of the student's disclosure. If the member of staff believes the student to be at risk of significant harm they should take them to the DSL. If the DSL is absent staff should contact the Principal. **The absence of the DSL should not be a reason for a referral to be delayed or not made, as this may endanger the student.**

It is important that staff do not:

- × Make promises that cannot be kept.
- × Interrogate the student.
- × Cast doubt on what has been said.
- × Ask why the student hasn't said anything before.
- × Sound angry – the student may perceive the anger as directed at them.

The DSL will regularly update staff on what must be monitored to support vulnerable students.

## **7: The Role of the Designated Safeguarding Lead**

The DSL takes lead responsibility for Safeguarding and Child Protection at UTC Bolton.

The DSL will:

- Refer cases of suspected abuse to the Local Authority Children's Social Care as required.
- Support staff who make referrals to the Local Authority Children's Social Care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme.
- Refer cases to the Disclosure and Barring Service as required, where a person is dismissed or has left the UTC due to risk/harm to a student.
- Refer cases where a crime may have been committed to the Police as required.

It is the DSL's responsibility to ensure that the UTC complies with advice issued from time-to-time, by the DfE, in relation to the duty to safeguard and promote the welfare of students conferred on the UTC by Section 175 Education Act (2002).

It is the DSL's responsibility to provide Safeguarding training for all teaching and associate staff and all new staff including supply staff, trainees etc as and when they take up their posts, in addition to annual training and regular updates for all staff.

The DSL will ensure that students, parents/carers are consulted when this policy is updated.

**Other Responsibilities of the Designated Safeguarding Lead include:**

- To receive all referrals of suspected abuse concerning students in the UTC from any source, including teachers, associate staff, ancillary staff, parents/carers, or neighbours.
- To keep written records of all concerns, when noted and reported by staff or when disclosed by a student, ensuring that such records are stored securely and reported onward in accordance with this policy and local inter-agency working procedures. These records are kept securely and separate from the student's general file until the student's 25<sup>th</sup> birthday and are copied on securely to the student's next school or college.
- To ensure the UTC complies with the General Data Protection Regulations (2018) in relation to the storage and disposal of personal information.
- To ensure that the existence of the additional file is marked on the student's record.
- To notify Children's Social Care if a student with a Child Protection Plan is absent from College from the first day without explanation.

- To ensure that when a student with a Child Protection Plan leaves the College, their information is passed on to their new school/college and the student's social worker is informed.
- To liaise with other DSLs regarding siblings at risk of abuse, or students on transfers.
- To consult colleagues as necessary to co-ordinate and plan the form of the UTC's response.
- To refer to the Social Services Duty Officer in the area in which the student resides.
- To contact a Social Services District Duty Officer where the student resides, in cases requiring urgent medical treatment or examination, so that arrangements may be made for a Social Worker to accompany the student, or attend at the hospital, whichever is appropriate; Social Services should inform the parents/carers. The nature and extent of the abuse (medically confirmed) will be needed as evidence.
- To record the circumstances and the detail of every referral, as soon as possible that day (see above) and to include diagrams, where appropriate, on the report forms. The student's own words should be recorded. A record should also be kept of any action taken.
- To arrange for the 'after care' and monitoring of the student within the UTC having due regard to confidentiality.
- To provide a written report for the Chair of the Child Protection Conference two days before the conference and keep a copy for their record.
- To arrange for representation at all student protection meetings including Child in Need and CAF meetings.
- To chair the weekly Synergy Team meetings and ensure that the 'Live List' of vulnerable students is rigorously monitored and appropriate follow up actions taken.
- To lead the annual cycle of Strategic Safeguarding meetings.
- To meet regularly with the Governor with responsibility for Safeguarding to review and evaluate Safeguarding procedures and monitoring information.
- To ensure that UTC Bolton's Safeguarding Policy is regularly reviewed/updated and is fully compliant.
- To ensure they undertake regular training on all Safeguarding-related issues and areas identified by central Government and legislation.
- To monitor the operation of this policy and its procedures and make an annual report to the Interim Management Committee.

### **8: The Role of the Principal**

The Principal will provide governors with an anonymous update of students on the 'Live' list at every meeting of the IMC.

The IMC and Principal will monitor the operation and effectiveness of the Safeguarding Policy in liaison with the DSL and Designated Safeguarding Governor on an annual basis.

## **9: The Role of the Safeguarding Governor and Interim Management**

### **Committee is to:**

- Ensure that UTC Bolton complies with all Safeguarding duties under current legislation. It will ensure that the policies, procedures and training in the UTC are effective and comply with the law at all times.
- Ensure that the UTC's procedures remain fully compliant with locally agreed inter-agency working procedures and comply with Bolton Safeguarding Children Board.
- Monitor and review Safeguarding practices on an annual basis and in response to significant Safeguarding events and changes to legislation. IMC will ensure document revisions required and changes to policies and procedures are recorded within minutes of IMC meetings.
- Evaluate the annual report of the Designated Safeguarding Lead.
- Ensure that Safer Recruitment processes, as identified in the UTC Safer Recruitment Policy, are rigorously followed at all stages of appointments, including statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The UTC is committed to the principles of 'deter, reject and identify'. All staff have enhanced DBS with barring checks. Teaching staff are also checked for prohibition and the right to work in the UK. All staff complete an annual statement disclosing whether they need to disclose any further information since the date of their initial enhanced DBS with barring checks.
- Ensure that all volunteers have a job profile.
- Seek reassurance that students are being taught how to keep themselves safe on-line as part of a broad and balanced curriculum and that 'over-blocking' is not leading to unreasonable restrictions as to what students are taught in relation to online teaching and Safeguarding.
- Inspect the Bullying Incidents Log on a regular basis. The DSL will ensure all incidents are reported to the IMC. The Bullying Incidents Log will comply with the UTC's Data Protection Policy

which includes the General Data Protection Regulations (May 2018).

## 10: The Role of Bolton Safeguarding Children Board (BSCB)

Bolton Safeguarding Children Board (BSCB) is the partnership responsible for making sure that children and young people in Bolton are safe.

This is achieved by:

- Making sure all adults who work or volunteer with children, young people or their families have access to policies and guidance about keeping children safe.
- Providing information to children, young people and their families about keeping children safe – including about what to do if they think a child is being harmed.
- Ensuring organisations such as health, Police, Probation, Bolton Council, know what they have to do to keep children safe.

BSCB members include representatives from Bolton Council, Health agencies, Police, Probation, local schools, Children and Family Court Advisory Support Service (CAFCASS), the faith and voluntary sector.

The aim of Bolton Safeguarding Children Board is to make keeping children safe everybody's business

## 11: Referral Procedures

<b>Someone</b> (e.g. staff, student, family, visitor, other interested party) has a concern about the safety / wellbeing of a student.		
Where the concerned party is a <b>member of staff</b> -	Where the concern is <b>another party</b> passing details to staff	Where the concern is a student is making a 'disclosure' to a <b>member of staff</b>
<b>Staff</b> should discuss their concerns with the student.	<b>Staff</b> 'take' referral appropriately and record appropriately using the 'Student Safeguarding Referral' form	<b>Staff</b> 'take' disclosure appropriately and record appropriately using the 'Student Safeguarding Referral' form
<b>Staff</b> 'receiving' concern make referral to Safeguarding Team using the 'Student Safeguarding Referral' form:		
<p>'Student Safeguarding Referral Form' passed immediately to:          Designated Safeguarding Lead: <b>David Morley</b>          DSL Alternate: <b>Nicola Glynn</b>          Acting Principal: <b>Liam McDaid</b></p>		
<b>Safeguarding Team:</b> Speak/meet with student and formulate an appropriate response / action plan		
<b>Safeguarding Team:</b>		

Will make external / internal referrals where necessary / suitable and complete the Student Safeguarding Referral form
<b>Safeguarding Team:</b> Secure the Student Safeguarding Referral form within an individual student's Safeguarding file and maintain a list of vulnerable students. The Student Support Services team review the support provided to this group on a weekly basis at the Synergy meeting with an update being provided weekly to the Senior Leadership Team.
<b>Safeguarding Team:</b> Notify other parties as necessary about incident / action points
<b>All Staff:</b> <ol style="list-style-type: none"> <li>1. All parties making a referral to Safeguarding Team have duty to ensure concern is followed up and actioned appropriately.</li> <li>2. If staff members have concerns about a student they should raise these with the DSL. The DSL will usually decide whether to make a referral to Children's Social Care, but it is important to note that any staff member can refer their concerns to Children's Social Care directly.</li> <li>3. If the student's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the student at some point.</li> <li>4. It is important for students to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes failing to act.</li> <li>5. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the UTC's Safeguarding regime. Appropriate Whistleblowing procedures, which are suitably reflected in staff training and staff Code of Conduct policies, should be used for such concerns to be raised with the UTC's Senior Leadership Team.</li> <li>6. Where a staff member feels unable to raise the issue with Principal or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them and they may contact the Chair of the UTC Interim Management Committee.</li> </ol>

## **12: Procedures for Dealing with Allegations Against Staff (including from other organisations) and Students**

### **Allegations Against Staff:**

Any allegation made against a member of staff or adult working at UTC Bolton must be reported immediately to the Principal.

The Principal will discuss any allegation with the LADO (Local Area Designated Officer).

In the event of the allegation being made against the Principal, this must be reported immediately to the Chair of the Interim Management Committee (or Vice Chair in his/her absence).

Procedures for dealing with allegations against staff or other adults who work with students, aim to strike a balance between the need to protect students from abuse and the need to protect staff and other adults from false or unfounded allegations. Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- The need for a full and fair investigation;
- The safety and welfare of the student(s) concerned.

All members of the Interim Management Committee have received Safeguarding training and all are required to undertake on-line Level 1 Safeguarding and Prevent training. They also receive regular Safeguarding training from the DSL and are required, on an annual basis, to sign the UTC Safeguarding Pledge. This is to ensure they have the knowledge and information needed to effectively perform their functions, understand their responsibilities and hold the Principal and DSL to account.

#### **BOLTON LADO:**

Paula Williams  
Bolton Safeguarding Children Board  
Third Floor  
Paderborn House  
Civic Centre  
Bolton  
BL1 1 UA  
T – 01204 337474  
E – [boltonSafeguardingchildren@bolton.gov.uk](mailto:boltonSafeguardingchildren@bolton.gov.uk)

Detailed guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. This is a focus area for annual Safeguarding training.

If UTC Bolton ceases to use the services of a member of staff (or a governor or other adult) because they are unsuitable to work with children or young people, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service. If any member of staff is disciplined, dismissed, is currently under investigation or leaves prior to end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children a referral to the DBS will also be made. Any such incidents will be followed by a review of the

Safeguarding procedures within UTC Bolton, with a report being presented to UTC Bolton's Interim Management Committee without delay.

### **Allegations Against Students**

A student against whom an allegation of abuse has been made may be suspended from UTC Bolton during the investigation and UTC Bolton's 'Every Day is an Interview' Policy on behaviour, discipline and sanctions will apply. The UTC will take advice from the LADO on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student(s) accused of abuse. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, UTC Bolton will ensure that, subject to the advice of the LADO, parents/carers are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of a student who does not live with his or her parents, the student's carer will be requested to provide support in loco parentis.

### **Suspected Harm from Outside UTC Bolton**

A member of staff who suspects that a student is suffering harm from outside UTC Bolton should seek information from the young person with tact and sympathy using 'open' and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the Designated Safeguarding Lead

This section should be read alongside UTC Bolton's Managing Allegations Policy.

### **13: Information Sharing**

UTC staff should not assume a colleague or another professional will take action and share information that might be critical in keeping students safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* DfE (updated July 2018) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act (1998) and General Data Protection Regulation (2018). If in any doubt about sharing information, staff should speak to the DSL or Alternate DSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of students.

## **14: Early Help**

Any student may benefit from early help, but UTC staff should be particularly alert to the potential need for early help for a student who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the student, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

## **15: Specific Safeguarding Issues**

Staff are made aware of an additional number of specific Safeguarding issues and that expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific Safeguarding issues. Regular updates are provided to staff through weekly professional development and annual Safeguarding training.

Such issues include:

- Child Sexual Exploitation (CSE)
- Bullying including cyberbullying (peer-on-peer),
- Domestic Violence (DV)
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence

- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

### **Further Information on 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.

### **Further Information on Female Genital Mutilation**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Annex A of the Multi-Agency Practice Guidelines referred to in the DfE document '*Keeping Children Safe in Education*'. (2018). Staff should activate local Safeguarding procedures, using existing

national and local protocols for multi-agency liaison with Police and Children's Social Care. (Appendix 2 Referral Procedures)

### **Further Information on Peer-on Peer Abuse**

Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing and adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

UTC Bolton is committed to ensuring that all victims would be taken seriously and offered appropriate support. Evidence shows girls, children with SEND and LGBT children are at greater risk.

UTC Bolton makes clear to all students that:

- Sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up
- Staff will not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- Staff will challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

(Appendix 1 Sexting Referral Procedures)

### **Further Information on Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February (2015), places a duty on specified authorities, including Local Authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty').

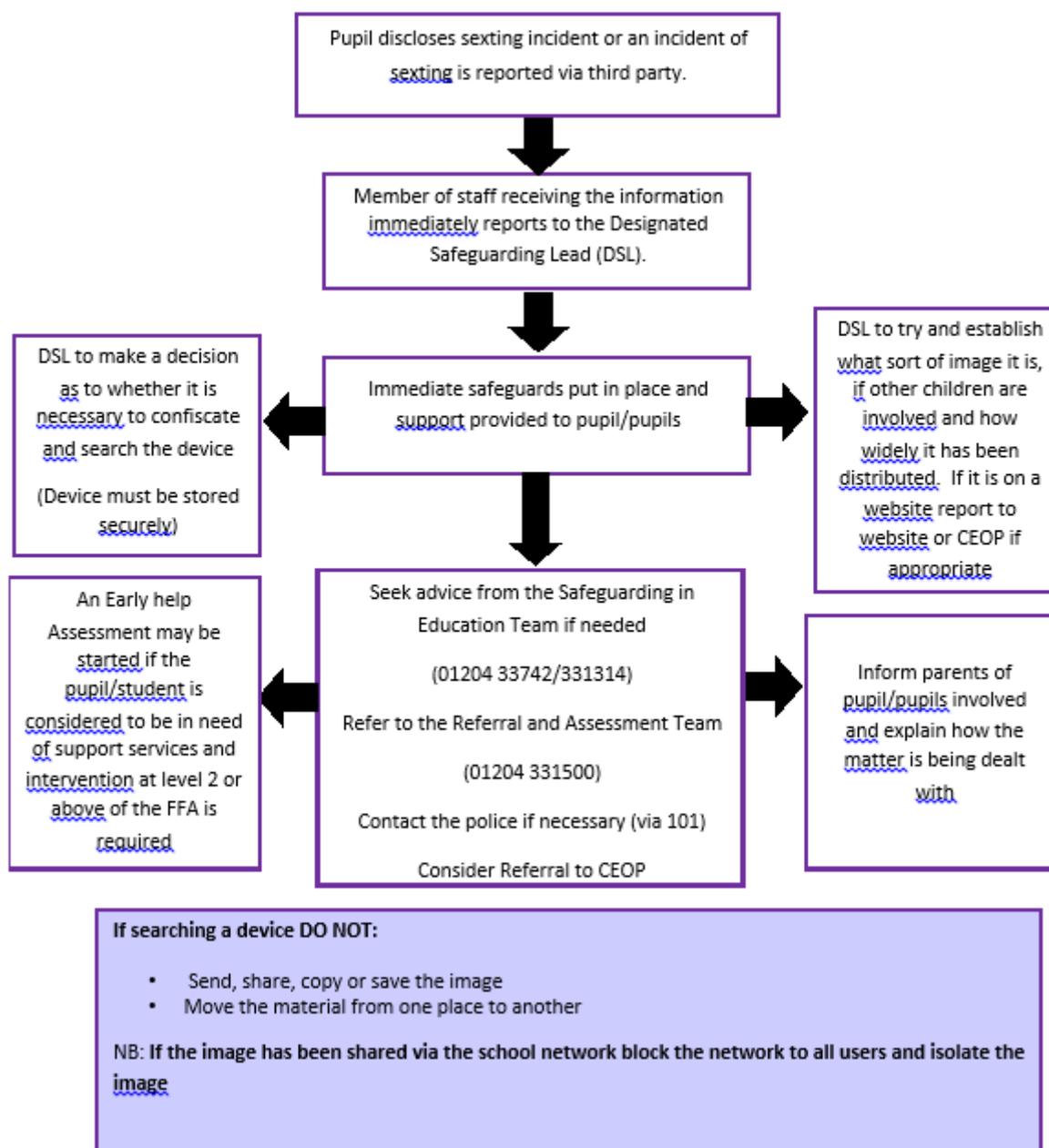
The Counter-Terrorism and Security Act (2015) also places a duty on Local Authorities to ensure Channel panels are in place. The panel must include the Local Authority and Chief Officer of the local Police. Panels assess the

extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the Police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to *Keeping Children Safe in Education* (2018) are listed in the Act as partners of the panel.

This Safeguarding policy should be read in conjunction with the UTC Preventing Radicalisation and Extremism Policy (2016).

## Appendix 1

### Bolton Safeguarding Children Responding to a Sexting Incident Flow Chart



## Appendix 2

