

South Devon UTC Safeguarding Children Policy

Document Control

Version	Date	Author	Notes on Revisions
1.0	6/11/ 2014	Ian Crews	
2.0	09/06/2015	Ian Crews	Reflecting the 2015 guidance.

Owner	Author	Review	Next review	Approval committee
VP	PL	6/11/14	11/15	FGPC/Shadow governing body
		26/06/15	6/16	FGPC

The UTC's Designated Senior Person for Safeguarding is:-

Name: Claire Plumb
Position: Vice Principal
Telephone:TBA
E-mail:c.plumb@southdevonUTC.org

The UTC's Deputy Designated Person for Safeguarding is:-

Name: Ian Crews
Position: Principal
Telephone: TBA
E-mail:principal@southdevonUTC.org

The UTC's nominated Governor responsible for Safeguarding/Child Protection is:-

Name: John Peart
Position: DCC 14-25 Skills and Employability
Organisation: Devon County Council
Telephone:01392 381383
E-mail: John.Peart@Devon.gov.uk

1.0 PURPOSE AND SCOPE

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

- The legal duty to safeguard promote the welfare of children, as described in section 175 of the Education Act 2002
- Working Together to Safeguard Children March 2013
- Keeping Children Safe in Education April 2015
- Local Safeguarding Child Board (LSCB) procedures, which contain the interagency processes, protocols and the expectations for safeguarding children

Staff should also read at least section one of *Keeping Children Safe in Education April 2015* furthermore when interagency support is considered, [Working Together to Safeguard Children 2015](#) should be consulted.

The South Devon UTC will therefore:

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

2.0 AIMS AND OBJECTIVES

The South Devon UTC recognizes that effective safeguarding and child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

2.1 This policy aims to:

- Provide clear direction to staff and others about responsibilities and expected codes of behaviour in dealing with safeguarding and child protection issues.
- To make explicit the UTC's commitment to the development of good practice and sound procedures.
- Ensure that child protection concerns and referrals are handled sensitively, professionally, in a manner that supports the needs of the child and always treated with the utmost urgency.
- To create a safe place for students to learn, whether that be in the school or on school learning related trips (see Health and Safety policy).

2.2 There are 5 main objectives to our policy and appendices:

- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe to all staff coming into contact with children including partner organisations
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of child abuse
- Supporting pupils who have been abused in accordance with his/her child protection plan
- Establishing safe environments in which children can learn and develop.

3.0 SUPPORTING CHILDREN AT RISK

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

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

- i. The curriculum and in particular the content of the PSHE and Citizenship curriculum which will encourage self-esteem and self-motivation (See also anti-bullying policy)
- ii. The provision of enrichment activities to raise awareness of a range of issues for example personal safety and the safety of others
- iii. Promoting a positive, supportive and secure environment which gives learners a sense of being respected and valued
- iv. A coherent management of behaviour (see behaviour policy)
- v. A consistent approach which recognises and separates the cause of behaviour from that which the young person displays – this is vital to ensure that all learners are supported within the UTC setting
- vi. Liaison with other professionals and agencies who support children and parents/carers
- vii. A commitment to develop productive, supportive relationships with parents/carers whenever it is in the child's interests to do so
- viii. The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in child protection situations
- ix. Establishing effective procedures for ensuring a continuity of safeguarding awareness into the work based learning locations our students will engage with

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

4.0 ROLES AND RESPONSIBILITIES

4.1 Safeguarding is everyone's responsibility

As adults and/or professionals or volunteers at the UTC, everyone has a responsibility to safeguard children and promote their welfare. Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Safeguarding and promoting the welfare of children – and in particular protecting them from significant harm – depends upon effective joint working between agencies and professionals that have different roles and expertise.

For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard and promote welfare of the child(ren) and – where necessary – to help bring to justice the perpetrators of crimes against children.

4.1.2 All agencies and professionals should:-

- i. Be alert to potential indicators of abuse or neglect
- ii. Be alert to the risks which individual abusers, or potential abusers, may pose to children
- iii. Share and help to analyse information so that an assessment can be made of the child's needs and circumstances
- iv. Contribute to whatever actions are needed to safeguard and promote the child's welfare

- v. Take part in regularly reviewing the outcomes for the child against specific plans; and work co-operatively with parents/carers unless this is inconsistent with ensuring the child's safety

4.1.3 Board of Directors

In accordance with the Safeguarding Children and Safer Recruitment 2010 document, the Board of Directors will ensure that:-

- i. The UTC has a child protection policy/safeguarding children policy and procedures in place, and the policy is made available to parents/carers on request.
- ii. The UTC operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- iii. There are procedures for dealing with allegations of abuse against members of staff and volunteers.
- iv. A member of the UTC's Senior Leadership Team is designated to take lead responsibility for dealing with child protection and safeguarding – this is currently the Vice Principal, Claire Plumb.
- v. In addition to basic child protection training, in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB) the Vice Principal has refresher training at two-yearly intervals.
- vi. All other staff who work with learners, undertake appropriate training which is kept up-to-date by refresher training; and temporary staff and volunteers who work with learners are made aware of the UTC's arrangements for child protection and their responsibilities. This includes arrangements (TBA) to ensure that there is a point of contact in each partner organisation for safeguarding.
- vii. Any deficiencies or weaknesses brought to the attention of the Board of Directors are rectified.
- viii. The Chair of the Board of Directors (or, in the absence of the Chair, the Vice Chair) deals with any allegations of abuse made against the Principal.
- ix. Policies and procedures are reviewed annually.
- x. There is an individual member of the Board of Directors who will champion issues to do with safeguarding children and child protection within the UTC, liaise with the Strategic Support Officer, and provide information and reports to the Board of Directors. This designated person is John Peart.
- xi. Ensuring that a culture is created where staff are confident to challenge senior leaders over safeguarding concerns. The route for this will be through the safeguarding governor.
- xii. Ensure that students are taught how to keep themselves safe.
- xiii. Ensure there is a designated teacher to promote the educational achievement of CIC and to ensure the person has appropriate training.
- xiv. Ensure that at least one person on any appointment panel is safer recruitment trained.

4.1.4 The Principal

The Principal, who will be the Deputy Designated Senior Person for safeguarding issues, will ensure that: -

- i. The policies and procedures adopted by the Board of Directors are fully implemented, and followed by all staff.
- ii. Sufficient resources and time are allocated to enable the Strategic Support Officer and other staff to discharge their responsibilities, including taking part in strategy

discussions and other inter-agency meetings, and contributing to the assessment of learners.

- iii. All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to learners, and such concerns are addressed sensitively and effectively in a timely manner.
- iv. Any member of staff, who has been disciplined, dismissed or left service from the UTC prior to the completion of an investigation for causing emotional, psychological, physical or sexual harm, or neglect regarding a learner, will be reported to the Independent Safeguarding Authority via the Local Authority Designated Officer (LADO).

(d) The Vice Principal, Claire Plumb will be the Designated Senior Person for safeguarding issues and will:-

- i. Coordinate all matters relating to child protection issues.
- ii. Deal with reports of abuse against children.
- iii. Deal with complaints against employees of the UTC by learners.
- iv. Make referrals to child protection agencies if appropriate.
- v. Attend case conferences as required.
- vi. Keep the Principal fully informed of all child protection issues that may arise.
- vii. Ensure all staff receive appropriate training in child protection.
- viii. Ensure that all new staff are properly inducted regarding child protection.
- ix. Liaise with the UTC Governance representative with special responsibility for safeguarding and child protection on all matters relating to child protection.
- x. Ensure the UTC Governance representative with special responsibility for child protection receives appropriate training in child protection.
- xi. Notify social services if there is an unexplained absence of more than 2 days of a pupil who is on the child protection register.
- xii. Maintain a log of staff where they have signed to say that they have read this policy.

(e) All staff

All members of staff at the UTC will:-

- i. Make sure they are fully conversant with the safeguarding and child protection policy
- ii. Respond to any issues or concerns as laid out in this policy
- iii. Refer any issue as soon as is practicably possible
- iv. Wear identification at all times
- v. Challenge anyone on site who is not wearing appropriate identification
- vi. Sign a log held by the DCPO to say they have read this policy.

(f) Visitors

All visitors will wear a lanyard, which will indicate that they are such. They should also be escorted around the UTC at all times.

5.0 TYPES OF ABUSE AND NEGLECT (for examples and indicators see appendix 1)

- i. 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. An adult or adults or another child or children may abuse them.
- ii. 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.
- iii. 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.
- iv. 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.
- v. 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.

5.1 Specific Safeguarding Issues

- i. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website

www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- ii. [child sexual exploitation \(CSE\)](#) – see also below
- iii. [bullying including cyberbullying](#)
- iv. [domestic violence](#)
- v. [drugs](#)
- vi. [fabricated or induced illness](#)
- vii. [faith abuse](#)
- viii. [female genital mutilation \(FGM\)](#) – see also below
- ix. [forced marriage](#)
- x. [gangs and youth violence](#)
- xi. [gender-based violence/violence against women and girls \(VAWG\)](#)
- xii. [mental health](#)
- xiii. [private fostering](#)
- xiv. [radicalisation](#)
- xv. [sexting](#)
- xvi. [teenage relationship abuse](#)
- xvii. [trafficking](#)

5.2 Further information on Child Sexual Exploitation and Female Genital Mutilation

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.

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 on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

5.3 Further information on Preventing Radicalisation (see also the school anti radicalisation policy)

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"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place 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 will 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 will require 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 are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

6.0 PROCEDURES

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

- Where there is suspicion that a child is being abused and or
- Where there is evidence that a child is being abused

In the event of the complaint being made by a child against an employee of the college the disclosure must be shared with the Principal or Chair of the Board of Governors.

- The Designated Senior Person will keep a full record of reports made and make referrals to child protection agencies if necessary. (Using where possible the proformas at Appendix 4 or 5)
- The Principal will be kept informed at all times.
- All staff at the UTC must be aware that if they are concerned about a young person, or suspect that abuse is taking place, it is their statutory duty to act on it by reporting as directed by this child protection policy.
- Concerns must always be reported immediately, whether this is inappropriate information, a false allegation, a disclosure or merely having concerns about a child.
- Staff must never wait to 'see what happens'.
- Staff must always abide by the procedures and never question a child or try to investigate themselves as this could prejudice a case by probing for more information than is given. If an investigation is necessary it will be handled by child protection professionals.

Full procedural details and typical signs and symptoms that may indicate a safeguarding issue are contained in the training materials that all staff will receive as part of their induction.

7.0 SAFER RECRUITMENT AND TRAINING (see Keeping Children Safe in Education – Section 3, safer recruitment)

The UTC will operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Disclosure and Barring Service checks and qualifications verification. The UTC's processes conform to the guidance given in Keeping Children Safe in Education 2015 – Part 3 Safer recruitment document and local safeguarding board guidelines. Gaps in an applicant's employment history will be followed up as will instances where the applicant's last employer is not given as a point for references.

Where possible all senior staff will undergo Safer Recruitment Training and all interview processes will include safeguarding questions. A member staff trained and qualified in Safer Recruitment procedures will be present at every stage of each recruitment process.

If the UTC is asked to provide references for a member of staff about whom there have been concerns about child protection/inappropriate conduct, then advice will be sought from the relevant authority.

Newly appointed staff will have initial training in child protection as part of their induction programme. They will be made aware of the UTC and local Safeguarding Children Board procedures as part of that induction programme, and be given a copy of the schools Safeguarding Policy. The initial child protection training given to each member of staff should be updated every three years statutorily and recorded. The UTC will shorten this periodicity to every 2 years, with a reminder of key principles every year at the training day at the start of the year.

Higher level training will be attended by the Designated and Deputy Designated Senior Persons through the local Safeguarding Children Board Training Programme.

The UTC will establish a Single Central Record, which will be held as required by local safeguarding and DfE guidance. The designated custodian and maintainer of this record will be the UTC senior administrator who is TBA.

8.0 CONFIDENTIALITY

Learners should never be given a guarantee of confidentiality, as some kinds of information may need to be shared with others. Guidance on talking to children is given in Appendix 2 and 3.

9.0 RECORD KEEPING

Well-kept records are essential in situations where it is suspected or believed that a learner may be at risk from harm. Appendix 4 and 5 provide proformas to be used to record disclosures or incidents. Records should:-

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

The UTC will:-

- Keep written records of concerns about children, even when there is no need to refer the matter immediately
- Ensure all records are kept securely and separate from the main pupil file and in locked locations, this is to be a locked cabinet in the DCPO's office.

10.0 SAFEGUARDING OFF SITE

There are two situations when students will be off site in relation to safeguarding. These are:

- In whole class activities with a member of staff
- When learning at partner businesses either on projects or work placements.

Safeguarding for the former is covered in the material above. In the later case the responsibility for safeguarding still stays with the Designated Person in School. A pack will be provided with advice for partners with regards work placements and when students are on partner sites. This will give guidance about the requirement to inform the school immediately should there be any concern whatsoever about a student from a safeguarding point of view. It will also give guidance with regards concerns over the welfare and duty of care for post 16 students as well. It is intended that partners are offered level 2 training, there is no compulsion that they comply with this.

Appendix 1

1.0 SIGNS AND SYMPTOMS OF ABUSE

1.1 Neglect

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

- Inadequate diet
- Being denied proper health care
- Inadequately dressed
- Left unsupervised at home or elsewhere

Signs of neglect

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

Indicators

Frequently hungry and preoccupied with food Stealing food Gains weight when away from home Looses weight when on school holidays Poor attendance	Overly tired or unable to concentrate on school work Poor language skills Lack of ability to make effective use of social time Poor motor development
--------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------

1.2 Physical

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

- Hits, shakes, squeezes, burns, bites, attempts to drown or suffocate
- Giving alcohol, inappropriate drugs or poison
- Failing to prevent physical injury
- Munchausen’s Syndrome by Proxy (MSP)

Signs of physical abuse

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

Indicators of physical abuse

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

1.3 Sexual Abuse

- Involves forcing or enticing a young person to take part in sexual activities.
- Engaging in fondling, masturbation, oral, anal or full intercourse.
- Make a young person observe inappropriate sexual behaviour.
- Show a young person pornographic material or engage in inappropriate discussion about sexual matters.
- 16% of young people experience sexual abuse during their childhood. Out of a class of 20 3.2 young people will have been abused in this manner. 31% of all cases do not disclose (NSPCC)

Signs

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

Indicators

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

1.4 Emotional abuse

Persistent or severe emotional ill treatment involving:

- Rejection, withholding of love and affection
- Constantly shouting, threatening or demeaning
- Being over protective, such as not being allowed to mix with others
- Harassment, for instance undermining self esteem

Signs

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

Indicators

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

1.5 Non-specific indicators of abuse

- Inexplicable nervous fear
- Nerviness/jumpiness
- Unwillingness to go home
- Bullying
- Inappropriate behaviour towards other young people
- Self abuse

Behaviour especially noticeable at school:

- Poor peer group relationships and an inability to make friends
- Inability to concentrate, learning difficulties or a sudden drop in school performance. (For some young people school may be a haven; they arrive early, leave late and generally perform well)
- A marked reluctance to participate in physical education
- Regular of avoidance and fear of school medical examinations

1.6 Behaviour in older young people

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

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

Appendix 2

What to do if you have concerns about a child

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

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

Appendix 3

1.0 Confidentiality

Students should never be given a guarantee of confidentiality as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:-

- “I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

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

Appendix 4

Child protection – Disclosure/incident report.

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

Appendix 5

Record of conversation with a student during which a disclosure is made

NAME:	PT:	DOB:
DATE:		
TIME:		
PLACE:		
PRESENT:		
SIGNATURE OF RECORDER:		

What the student revealed:

Circumstances that led to the disclosure

Questions asked of student:

Action taken