



University Technical College Warrington (UTCW)

Child Protection & Safeguarding Policy

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1 INTRODUCTION

1.1 Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Children includes those under the age of 18

1.2 UTC Warrington (UTCW) is committed to Safeguarding and promoting the welfare of all its students:

- All students have the right to be protected from harm, abuse and neglect;
- That every child has the right to an education and students need to be safe and to feel safe in UTCW;
- Students need support that matches their individual needs, including those who may have experienced abuse;
- All students have the right to express their views, feelings and wishes and voice their own values and beliefs;
- All students should be encouraged to respect each other's values and support each other;
- All students have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable young person will achieve better educationally;
- UTCW will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours;
- All staff and visitors have an important role to play in safeguarding students and protecting them from abuse.

1.3 This Child Protection and 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)
- Warrington Safeguarding Children Board's Procedures.
- The Ofsted School Inspection Handbook Gov.UK (currently 2018)
- *Safeguarding Concerns- Guidance for Inspectors Ofsted Gov.UK (2018)*
- *Keeping Children Safe in Education DfE Statutory Guidance (September 2020)*
- *Working Together to Safeguard Children- A guide to inter-agency working to safeguard and promote the welfare of children HM Gov (February 2019)*
- *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)*
- *Mental Health and Behaviour in Colleges: Departmental Advice DfE (2014)*
- *Sexting in Colleges and Colleges – responding to incidents and safeguarding young people (UKCCIS) (2016)*

1.4 Links with UTCW Policies

This Child Protection and Safeguarding Policy should be read in conjunction with the following UTC Warrington policies:

- Acceptable User

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

2 OVERALL AIMS

2.1 This policy will contribute to the protection and safeguarding of students and promote their welfare by:

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the College, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging students and parents/carers to participate;
- Alerting staff to the signs and indicators that all may not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their students face;
- Addressing concerns at the earliest possible stage;
- Reducing the potential risks students' face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

2.2 This policy will contribute to supporting students by:

- Identifying and protecting the vulnerable; □ Identifying individual needs as early as possible; □ Designing plans to address those needs.

2.3 This policy will contribute to the protection of students by:

- Including appropriate work within the curriculum;
- Implementing Child Protection and Safeguarding policies and procedures; □ Working in partnership with students, parents/carers and other agencies.

2.4 This policy extends to any establishment the College commissions to deliver education on its behalf, including alternative provision settings.

2.5 The UTC Trust Board will ensure that any commissioned agency will reflect the values, philosophy and standards of UTCW. Confirmation will be sought from the College that appropriate risk assessments are completed and on-going monitoring is undertaken

3 GUIDING PRINCIPALS

3.1 UTCW is committed to 7 guiding principles of Safeguarding:

- Have conversations and listen to children and their families as **early** as possible.
- Understand the child's 'lived' experience.
- Work **collaboratively** to improve children's life experience.
- Be **open**, honest and transparent with families.
- **Empower** families by working with them.
- Work in a way that builds on a family's **strengths**.
- Build **resilience** in families to overcome difficulties.

3.2 In addition UTCW is committed to ensuring:

- Every student is entitled to a rich and rounded curriculum;
- Governance is corporate and decisions are collective, but individual trustees can and should take the lead on specific aspects of College life such as Safeguarding.
- When issues arise, the Principal should speak out, addressing them internally where possible and escalating when this is unsuccessful.

4 EXPECTATIONS

4.1 All staff and visitors will:

- Be familiar with this Child Protection and Safeguarding Policy;
- Understand their role in relation to Child Protection and Safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- All trustees must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred List' (so called 'Section 128' check);
- Be involved, where appropriate, in the implementation of individual Education Programmes, Early Help Assessments and support plans, Child in Need plans and inter-agency Child Protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and immediately give the record to the DSL, or deputy DSL;
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - the DSL must be informed immediately and provide a written account as soon as possible.

4.2 All staff will receive annual Safeguarding training and update briefings on a regular basis. Trustees will receive annual Safeguarding training and update briefings.

5 THE DESIGNATED SAFEGUARDING LEAD (DSL)

5.1 **The UTCW DSL on the Senior Leadership Team is Amanda Downing.** Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for Safeguarding and Child Protection remains with the DSL. This responsibility will not be delegated at UTCW.

5.1.1 The deputy DSLs will support the DSL within the role and deputise when the DSL is not on-site. They are:

Jemma Chilton

- 5.2 The Board of Trustees has ensured an appropriate senior member of staff, from the College Senior Leadership team has been appointed to the role of DSL. This is explicit in the role-holder's job description.
- 5.3 Any steps taken to support a student who has a Safeguarding vulnerability must be reported to the lead DSL and he/she will advise the Principal as appropriate.
- 5.4 Safeguarding and Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual student and/or family. A written record will be made of what information has been shared, with whom, and when.
- 5.5 Where a concern relates to more than one student from the same family at the UTC, a separate file is created for each student. Common records e.g. Child Protection conference minutes are duplicated for each file where appropriate.
- 5.6 Safeguarding records are stored electronically within CPOMS, there is therefore, no requirement to maintain paper files. Individual files are kept for each student: the College does not keep family files. Files will be kept for at least the period during which the student is attending the College, and beyond that in line with current data legislation and guidance (General Data Protection Regulations) (2018).
- 5.7 Access to records by staff other than by the DSL will be restricted, and a record will be kept of who has had access to them, when and why they accessed them.
- 5.8 Parents/carers will be aware of information held on their children and kept up -to-date regarding any concerns or developments by the appropriate members of staff. General communications with parents/carers will be in line with any home-College policies and give due regard to which adults have parental responsibility, in line with GDPR legislation.
- 5.9 **Information held on a student will not be disclosed to a parent/carer if this would put the child at risk of significant harm.**
- 5.10 If a student moves from UTCW, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school/college, with due regard to their confidential nature and in line with current government guidance on the transfer of

such records. The Child Protection file is sent separately from the student's main file. Direct contact between the College and school may be necessary, especially on transfer from Primary to Secondary schools. A record will be made of where and to whom the records have been passed and the date and a receipt of confirmation is required. For audit purposes, a note of all student records transferred or received is kept in either paper or electronic format. This includes the student's name, date of birth, where and to whom the records have been sent and the date sent and/or received. This will comply with GDPR (2018) legislation.

5.11 The Keeping Children Safe in Education DfE (2018) statutory guidance implies that the original file is transferred to the new school and no copies are kept. 'Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained and the 'Transferring of Safeguarding Information' completed.

5.12 In addition, to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives'.

5.13 If a student is permanently excluded and moves to a Pupil Referral Unit, Child Protection records will be forwarded onto the relevant organisation.

5.14 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings regarding their Child Protection information being passed on in order that the FE establishment can provide appropriate support.

5.15 The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated at least every two years.

5.15.1 In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest Safeguarding developments), at regular

intervals, and at least annually, to keep abreast of any developments relevant to their role.

5.16 When a DSL resigns their post or no longer has Child Protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

5.16.1 In exceptional circumstances, when a face-to-face handover is not feasible, the Principal will ensure that the new post holder is fully conversant with all procedures and case files.

6 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

6.1 The UTCW Trust Board must appoint a Designated Teacher and should work with Local Authorities to promote the educational achievement of registered students who are looked after. Sections 4 to 6 of the Children and Social Work Act (2017), provides details of role of the Designated Teacher who has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

6.2 The Designated Teacher must have appropriate training and the relevant qualifications and experience. The Designated Teacher is: (Name)

6.3 The Designated Teacher will work with the Virtual College to provide the most appropriate support utilising the Pupil Premium Plus to ensure they meet the needs identified in the student's personal education plan.

6.4 The Designated Teacher should also work with the virtual College Head to promote the educational achievement of previously looked after children.

7 THE UTCW TRUST BOARD

7.1 The Trust Board is the accountable body and must ensure that it complies with its duties under legislation.

7.2 The Trust Board will ensure that:

- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote the welfare of students;
- All trustees have read Part 1 of Keeping Children Safe in Education DfE (2018);
- The UTC operates 'Safer Recruitment' procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the UTCW Senior Leadership Team acts as a DSL, and at least a further deputy DSL is appointed;
- That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
- The Principal and all other staff who work with children undertake Safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained on the SCR;
- Temporary staff and volunteers are made aware of the UTC's arrangements for Child Protection and Safeguarding and their responsibilities;
- The College remedies any deficiencies or weaknesses brought to its attention without delay;
- The College has procedures for dealing with allegations of abuse against staff/volunteers.

7.3 All policies/procedures that relate to Child Protection and Safeguarding are reviewed annually.

7.4 **The Nominated Trustee for safeguarding at the College is John Patterson.** The Nominated Trustee is responsible for liaising with the Principal and DSL over all matters regarding Child Protection and Safeguarding issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

7.4.1 The Nominated Trustee will receive Safeguarding training relevant to the governance role and this will be updated every 2 years.

7.5 The Nominated Trustee will liaise with the Principal and the DSL to produce a report at least annually for trustees.

- 7.6 The Nominated Trustee will liaise with the Principal and the DSL to produce the annual Section 175 Safeguarding self-assessment.
- 7.7 The Trust Board has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors which comply with all WSCB procedures.
- 7.8 The Chair of the Trust Board is nominated to be responsible for liaising with the WSCB in the event of allegations of abuse being made against the Principal.

8 A SAFER COLLEGE CULTURE

8.1 Safer Recruitment and Selection

8.1.1 The College pays full regard to Keeping Children Safe in Education DfE (Sept 2018). Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the post. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks are recorded on the Single Central Record for successful candidates. Information relating to unsuccessful applicants will be treated in line with GDPR legislation. Further detail can be found in the UTCW Safer Recruitment Policy 2019.

8.1.2 All recruitment materials will include reference to the commitment of UTCW to safeguarding and promoting the wellbeing of students.

8.1.3 Lee Barber – Executive Principal, Amanda Downing – Associate Principal, Jemma Chilton – Deputy Designated Safeguarding Lead and some Trustees have undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel. A member of the Trust Board should have received Safer Recruitment training.

8.1.4 Induction

8.1.5 All staff are made aware of systems within UTCW which support Child Protection and Safeguarding and these are explained to them as part of staff induction. This includes:

- The Child Protection and Safeguarding Policy;
- The Anti-Bullying Policy;
- The Behaviour Policy;
- The Staff Code of Conduct;
- The Children who go Missing from Education Policy;
- The role of the DSL (including the identity of the DSL and any deputies);
- Copies of policies and a copy of Part One of the Keeping Children Safe in Education DfE (2020) are provided to staff at induction. These are also available on the staff intranet.

8.2 Staff Support

8.2.1 The Trust Board recognise the stressful and traumatic nature of Child Protection and Safeguarding work and aims to support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

8.2.2 Regular supervision will be offered to the DSL within College, usually halftermly and may be extended to other members of staff as deemed appropriate by the Trust Board and Principal.

9 THE USE OF REASONABLE FORCE

9.1 There are circumstances when it is appropriate for staff in College to use reasonable force to safeguard students. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no

more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

Departmental advice for schools is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>

- 9.2 UTCW does not have a 'no contact' policy as this could lead staff unable to fully support and protect themselves or students.
- 9.3 When using reasonable force in response to risks presented by incidents involving students including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.
- 9.4 They should also consider their duties under the Equality Act (2010) in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- 9.5 UTCW will, by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable students, and agreeing them with parents and carers, reduce the occurrence of challenging behaviour and the need to use reasonable force.

10 THE ROLE OF UTC STAFF AND THE TRUST BOARD IN THE PREVENTION OF ABUSE

10.1 UTCW provides opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

10.2 The Curriculum

10.2.1 Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), on-line safety (formally known as e-safety), sexting and bullying (including cyber bullying).

10.2.2 Relevant issues will be addressed through all areas of the curriculum.

10.3 UTCW provides opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

10.4 Other Areas of Work

10.4.1 All UTCW policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Positive Behaviour, will be inter-linked to ensure a whole College approach.

10.4.2 The Child Protection and Safeguarding Policy cannot be separated from the general ethos of the College, which should ensure that students are treated with respect and dignity, taught to treat each other with respect and kindness, feel safe, have a voice, and are listened to.

11 THE EARLY HELP RESPONSE

11.1 Where unmet needs have been identified but there is no evidence of a significant risk, the DSL will add the student to CPOMS and support College staff to deliver an appropriate Early Help response.

11.2 At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review, the student may then be removed from CPOMS.

11.3 Should there be other experiences which impact on the student and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet Safeguarding need, the DSL will develop a College-focused action plan with the student and parent/carer as appropriate. This College-focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet Safeguarding needs have been addressed. Once all unmet Safeguarding needs have been addressed, the student will be removed from CPOMS.

11.4 Should the professional opinion of the DSL indicate that a multi-agency Early Help response is required in order to meet the unmet Safeguarding need, the DSL will generally lead on liaising with other agencies and setting up an Early Help Assessment. The multi-agency plan will be reviewed regularly and progress updated towards the goals until the unmet Safeguarding needs have been addressed.

11.5 Should the DSL feel that a Social Care response is needed to meet the unmet Safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.

11.6 The DSL will then oversee the agreed intervention from College as part of the multiagency Safeguarding response and on-going College-focused support.

12 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

12.1 Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There is evidence locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

12.2 UTCW values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning society's values. Students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

12.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. UTCW is clear that this exploitation and radicalisation must be viewed as a Safeguarding concern and that protecting children from the risk of radicalisation is part of the Safeguarding duty of UTCW.

12.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4 and further details can be found in the UTCW Prevent Policy.

12.5 Risk Reduction

12.5.1 The UTCW Trust Board, Principal and the DSL will assess the level of risk within the College and put actions in place to reduce that risk. Risk assessment may include consideration of the curriculum, SEND policy, the use of College premises by external agencies, Anti-Bullying policy and other issues specific to the College profile, community and philosophy.

12.5.2 This risk assessment will be reviewed as part of the annual Section 175 return that is monitored by the Local Authority and the Local Safeguarding Children Board.

12.6 Response

12.6.1 With effect from 1st July 2015, all schools and colleges have been subject to a duty to have 'due regard to the need to prevent people being drawn into terrorism' (Section 26, Counter Terrorism and Security Act (2015)). This is known as The Prevent Duty. UTCW has its own Prevent Policy.

12.6.2 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

12.6.3 UTCW is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for Safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for UTCW is (*Name of SPOC*).

12.6.4 Staff within UTCW will be alert to changes in a student's behaviour or attitude which could indicate that they are in need of help or protection.

12.6.5 UTCW will monitor on-line activity within the College to ensure that inappropriate sites are not accessed by students or staff. This is done by the

use of specialist online monitoring software, (*insert name of monitoring software*).

12.6.6 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person

12.6.7 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

12.7 Channel

12.7.1 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terror related activity. It is led by the Cheshire Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terror-related activity;
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

12.7.2 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools and colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

12.7.3 Schools and colleges have a duty to co-operate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act (2015)).

12.7.4 Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

13 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

13.1 The UTCW Child Protection and Safeguarding Policy and the College values, ethos and behaviour policies, provide the basic platform to ensure students are given the support to respect themselves and others, stand up for themselves and protect each other.

13.2 UTCW keeps itself up-to-date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

13.3 UTCW staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age appropriate way, in their lesson plans.

13.4 UTCW works with and engages with families and the local communities to talk about such issues.

13.5 UTCW staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

13.6 The UTCW DSL(s) know where to seek and get advice as necessary and the College will bring in experts and use specialist material to support its work.

13.7 Reporting of Female Genital Mutilation (FGM)

13.7.1 With effect from October 2015, all schools and colleges were subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

13.7.2 Failure to report such cases will result in disciplinary sanctions. They will also discuss the situation with the DSL who will consult the Warrington Safeguarding Children Board before a decision is made as to whether the mandatory reporting duty applies.

14 CHILDREN WHO GO MISSING IN EDUCATION

14.1 A child going missing, particularly repeatedly, can act as a vital warning sign of a range of Safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying Safeguarding risk and to help prevent the risks of them going missing in future.

14.2 UTCW holds two or more emergency contact numbers for each student. The College has additional options for making contact with a responsible adult when a child missing education, is also identified as a welfare and/or Safeguarding concern.

14.3 UTCW complies with the statutory requirement to have an Admission Register and an Attendance Register, both of which are kept up to date by the Attendance Officer. The UTC will inform the Local Authority of any student who fails to attend UTCW regularly or has been absent without the permission of the UTC for a continuous period of 10 college days or more, or at such intervals as are agreed between UTCW and the Local Authority.

14.4 UTCW will also notify the Local Authority of any student who is to be deleted from the admission register because s/he:

- Has been taken out of College by their parents/carers and is being educated outside the College system (e.g. home education);
- Has ceased to attend College and no longer lives within a reasonable distance of the College at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the College of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the College medical official as unlikely to be in a fit state of health to attend College before ceasing to be of compulsory College age, and neither s/he nor his/her parent/carer has indicated the intention to continue to attend the College after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final Court order and the Principal does not reasonably believe that s/he will return to the College at the end of that period;
- Has been permanently excluded

14.5 UTCW will demonstrate that it has taken reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.

15 PEER ON PEER ABUSE

15.1 It is important that UTCW staff can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/hazing, sexual violence and harassment. The College values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and should never be tolerated or diminished in significance. UTCW staff recognise that there is a gendered nature to peer-on-peer abuse i.e. that it is more likely that girls will be victims and boys, perpetrators.

15.2 UTCW will follow both national and local guidance and policies (Section 23.2) to support any students subject to peer-on-peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

15.3 UTCW will not tolerate instances of peer-on-peer abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'.

15.4 UTCW staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence references to sexual offences under the Sexual Offences Act (2003) are described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

15.5 UTCW will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools and colleges.

- The DSL will follow local guidance to enable provision of effective support to any child affected by this type of abuse.
- *Consent Issues:* If a young person is under the age of 13 years old, under the Sexual Offences Act (2003) they cannot legally consent to any form of sexual activity. Therefore, a referral to Social Care is required in all such cases.
- The Sexual Offences Act (2003) reinforces that, whilst mutually agreed, non-exploitative sexual activity between teenagers does take place, the age of consent still remains at 16 years of age. This acknowledges that this group of young people are still vulnerable even when they do not view themselves as such. Whilst a referral to Social Care or the Police is not mandatory in such cases, careful consideration (including whether the children are Gillick Competent (using Fraser Competent guidelines) must be given and explore any difference of age, maturity, functioning and experiences and also an awareness of the potential consequences of their act. In all such cases the DSL would seek guidance from Social Care.

16 RESPONDING TO CONCERNS ABOUT A CHILD

16.1 Involving Parents/Carers

In general, UTCW staff will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

16.1.1 However there may be occasions when the College will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

16.2 Parents/carers will be informed of the UTCW Child Protection and Safeguarding Policy through the UTCW website and information around the College building

17 MULTI-AGENCY WORK

- 17.1 UTCW works in partnership with other agencies to promote the best interests of students as a top priority in all decisions and actions that affect them. The College will, where necessary, liaise with these agencies and make requests for support from the Warrington Safeguarding Children Board. These requests will be made by the DSL to the Children's Advice and Support Service (CASS). Where the student already has a Safeguarding Social Worker or Family Support Worker, the request for support should go immediately to the team involved, or in their absence to their team manager.
- 17.2 When invited the DSL will participate in a Strategy Meeting providing College held data and intelligence to the discussion so that the best interests of the student are met.
- 17.3 UTCW will co-operate with any Child Protection and Safeguarding enquiries conducted by the Warrington Safeguarding Children Board. The College will ensure representation at appropriate inter-agency meetings.
- 17.4 UTCW will provide reports as required for these meetings. If the College is unable to attend, a written report will be sent and shared with Warrington Safeguarding Children Board at least 24 hours prior to the meeting.
- 17.5 Where a student is subject to an inter-agency Child Protection plan or a multiagency risk assessment conference (MARAC) meeting, the College will contribute to the preparation, implementation and review of the plan as appropriate.

18 THE ROLE OF UTCW STAFF IN SUPPORTING STUDENTS

- 18.1 UTCW staff will offer appropriate support to individual students who have experienced abuse, who have abused others (peer-on-peer abuse) or who act as Young Carers in their home situation.
- 18.2 A Safeguarding Action Plan will be devised, implemented and reviewed regularly for such students. The plan will detail areas of support, who will be involved, and the student's wishes and feelings. A copy of the plan will be kept on CEPOMS.
- 18.3 Students who abuse others will be responded to in a way that meets their needs as well as protecting others within the College community through a multiagency

risk assessment. UTCW will ensure that the needs of students who abuse others will be considered separately from the needs of their victims.

18.4 The Trust Board and Principal will ensure the College works in partnership with parents / carers and other agencies as appropriate.

19 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

19.1 The Trust Board and Principal will ensure the College works in partnership with parents / carers and other agencies as appropriate.

19.2 This procedure must be used in any case in which it is alleged that a member of staff, trustee, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved in a way that indicates s/he is unsuitable to work with children.

19.3 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in UTCW to abuse children.

19.4 All staff working within UTCW must immediately report any potential Safeguarding concerns about an individual's behaviour towards children and young people.

19.4.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Principal who will liaise with the Local Authority Designated Officer (LADO) Team who will decide on any action required.

19.4.2 If the concern relates to the Principal, it must be reported immediately to the Chair of the UTCW Trust Board, who will liaise with Local Authority Designated Officer (LADO) and they will decide on any action required.

20 CHILDREN WITH ADDITIONAL NEEDS

20.1 UTCW recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

20.2 When the College is considering excluding, either for a fixed term or permanently, a vulnerable student or one who is the subject of a Child Protection plan or where

there is an existing Child Protection file, a multi-agency risk assessment meeting will be convened prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of UTCW trustees.

21 CHILDREN IN SPECIFIC CIRCUMSTANCES

21.1 Private Fostering

21.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

21.1.2 The Children Act (1989) defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

21.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or anti-social hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a College away from their home area.

21.1.4 There is a mandatory duty on UTCW to inform WSCB of a private fostering arrangement - this is done by contacting CASS. The Trust then has a duty to

check that the young person is being properly cared for and that the arrangement is satisfactory

APPENDIX 1 – DEFINITIONS AND INDICATORS OF ABUSE

1 NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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); □
Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor College attendance or often late for College;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;

- The child is left at home alone or with inappropriate carers.

2 PHYSICAL ABUSE

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; □ Isolation from peers.

3 SEXUAL ABUSE

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. The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; □ Bruises or scratches in the genital area.

4 EXPLOITATION

Child Sexual Exploitation occurs when a child or young person, or another person, receives 'something' (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to WSCB. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;

- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5 EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;

☐ **Fear of parents being contacted;** ☐ **Running away;** ☐ **Compulsive stealing;**

- Appetite disorders - anorexia nervosa, bulimia; or ☐
Soiling, smearing faeces, enuresis.
- The child consistently describes him/herself in very negative ways
– as stupid, naughty, hopeless, ugly.

Some situations where children stop communicating suddenly (known as ‘traumatic mutism’) can indicate maltreatment.

6 RESPONSES FROM PARENTS/CARERS

Research and experience indicates that the following responses from parents/carers may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home;
- Violence between adults in the household; ☐ Evidence of coercion and control.

7 DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; Inappropriate invasive procedures.

APPENDIX 2 DEALING WITH A DISCLOSURE OF ABUSE

When a student tells me about abuse they have suffered, what should I remember?

- Stay calm;
- Do not communicate shock, anger or embarrassment;
- Reassure the student. Tell her/him you are pleased that s/he is speaking to you;
- Never enter into a pact of secrecy with the student. Assure her/him that you will try to help but let the student know that you will have to tell other people in order to do this. State who this will be and why;
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed;
- Tell the student that it is not her/his fault;
- Encourage the student to talk but do not ask 'leading questions' or press for information;
- Listen and remember;
- Check that you have understood correctly what the student is trying to tell you;
- Praise the student for telling you. Communicate that s/he has a right to be safe and protected;
- Do not tell the student that what s/he experienced is dirty, naughty or bad;
- Do not make any comments about the alleged offender;
- Be aware that the student may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure, but as soon as possible afterwards;
- At the end of the conversation, tell the student again who you are going to tell and why that person or those people need to know;
- As soon as you can afterwards, make a detailed record of the conversation using the student's own language. Include any questions you may have asked. Do not add any opinions or interpretations;
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

It is not the role of UTCW staff to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to WCSB without delay, by the Principal, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Principal

APPENDIX 3 ALLEGATIONS ABOUT A MEMBER OF STAFF, TRUSTEE OR VOLUNTEER

1 Inappropriate behaviour by staff/volunteers could take the following forms:

□ **Physical**

For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.

□ **Emotional**

For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

□ **Sexual**

For example, sexualised behaviour towards students, sexual harassment, inappropriate 'phone calls and texts, images via social media, sexual assault and rape

□ **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

□ **Spiritual Abuse**

For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation

2 If a student makes an allegation about a member of staff, trustee, visitor or volunteer the Principal must be informed immediately. The Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview students.

3 The Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Principal will notify the Warrington Local Authority Designated Officer (LADO) Team. The LADO Team

will liaise with the Chair of UTCW Trust Board and advise about action to be taken and may initiate internal referrals to address the needs of students (and possible siblings) likely to have been affected. Recording, retention and destruction of documentation will comply with GDPR (2018).

- If the actions of the member of staff, and the consequences of the actions, do not raise credible Child Protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student, these should be addressed through the internal procedures of UTCW. Details can be found in the Allegations Against Staff Procedures.
- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on CEPOMS. The allegation should be removed from Personnel records in accordance with GDPR (2018).

4 Where an allegation has been made against the Principal then the Chair of the Trust Board takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details can be found in UTCW Allegations Against Staff Procedures.

APPENDIX 4 INDICATORS OF VULNERABILITY TO RADICALISATION

1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2 Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism can also include calls for the death of members of the armed forces, whether in this country or overseas.

3 Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

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- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- Foster hatred which might lead to inter-community violence in the UK

4 There is no such thing as a ‘typical extremist’: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity

5 Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that UTCW staff are able to recognise those vulnerabilities.

6 Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

7 This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8 More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

More details can be found in the UTCW Prevent Policy.

APPENDIX 5 PREVENTING VIOLENT EXTREMISM – ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for UTCW is Amanda Downing – Associate Principal/DSL, who is responsible for:

- Ensuring that staff at UTCW are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the SPOC in relation to protecting students from radicalisation and involvement in terrorism;

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- Monitoring the effect in practice of the UTCW curriculum to ensure that it is used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the College about the Safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the College for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner