



Tech She Can – Safeguarding Policy

Designated Safeguarding officer:

Becky Patel: becky@techshecan.org

1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2023) as;

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child' refers to everyone under the age of 18.

1.3 'Tech She Can staff and volunteers' refers to;

- Members of staff employed by Tech She Can - as employee or contractor
- Members of staff on secondment with Tech She Can
- Tech She Can Steering Group members
- Tech She Can trustees
- Tech We Can Champions who have completed Tech We Can champion training, have enhanced DBS/PVG checks and attend events with children present in this capacity
- All volunteers who represent Tech She Can at events online and in-person

2 Introduction

2.1 At Tech She Can, we recognise that safeguarding is an essential part of our duty of care to children and that it is everyone's responsibility. We recognise that anyone, including Tech She Can staff and volunteers, who volunteers or works with children has a duty of care to keep them safe and to promote what is in their best interests.

2.2 Tech She Can staff and volunteers must have regard to the safeguarding guidance contained within this policy. Whilst they are not responsible for investigating, making

judgements or providing a response on safeguarding matters, they are required to report safeguarding concerns to activity organisers and/or school staff present.

2.3 This policy applies to all Tech She Can staff and volunteers as defined in section 1.3

3 Safeguarding guidance

3.1 Maintaining professional boundaries

Maintaining professional boundaries is crucial when working with children or undertaking volunteer activities in order to keep young people safe from harm and to reduce the risk of allegations being made.

Tech She Can staff and volunteers must never:

- Spend time alone, including online, with young people away from others, administer first aid, take young people on car journeys or undertake any home visits
- Make inappropriate or unnecessary physical contact with young people
- Develop relationships with young people which could in any way be deemed exploitative or abusive
- Act in ways that may be abusive or may place young people at risk of abuse
- Use language, make suggestions or offer advice which is inappropriate or sexually provocative
- Condone or participate in, behaviour of a young person which is illegal, unsafe or abusive
- Act in ways intended to shame, humiliate, belittle or degrade a young people or otherwise perpetrate any form of emotional abuse
- Photograph, audio record or film young people via any medium without adequate authorisation. See 3.3
- Share personal contact details, including social media, with a young person
- Promise confidentiality to young people

3.2 NB: This is not an exhaustive list. Should a Tech She Can staff member or volunteer feel uncomfortable about any situation or need advice, they should inform the activity organiser or the school staff present.

3.3 NB: Authorised photography and recordings should be uploaded to a central Tech She Can folder and originals deleted from devices as soon as is practicably possible.

4 Safeguarding responsibilities

4.1 Have regard to Tech She Can's safeguarding policy

All Tech She Can Staff and volunteers are required to have read this safeguarding policy prior to attending events or carrying out volunteer duties on behalf of Tech She Can. All Tech She Can staff and volunteers are required to abide by the guidance enclosed in this policy whilst representing Tech She Can and working and interacting with children.

4.2 Be aware of types of possible abuse

The four main types of abuse are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

More information on the types of abuse can be found in Appendix A

4.3 React appropriately

Tech She Can staff and volunteers should know what to do if a child tells them that they are being abused, exploited or neglected. Disclosing about abuse can be a challenging process and if a young person makes a disclosure to a Tech She Can staff member or volunteer it is important to:

- Take everything that is said seriously
- Listen carefully, keeping calm
- Do not interrupt, but actively listen
- Reassure the person that they have done the right thing by telling you
- Explain you will need to tell someone, but only those who need to be told

It is important to not:

- Panic
- Make any promises of secrets
- Ignore what you have been told
- Ask probing questions
- Assume anything or elaborate in your notes.

4.4 Reporting safeguarding concerns

When a safeguarding concern arises, all Tech She Can staff and volunteers must:

- Report this as immediately as is practical to the activity organisers and/or school staff who are present.
- Once concerns have been reported to activity organisers and/or school staff, these concerns must also be reported to Tech She Can's Designated Safeguarding officer via the form [here](#).
- For individuals who are also STEM Ambassadors, their local Hub must be informed of safeguarding concerns as soon as possible and this will then be reported to STEM Learning's Safeguarding Officer.

4.4 What to Record

After speaking to the activity organiser or school staff, Tech She Can staff and volunteers are required to make notes of what has been seen and heard, and any follow up actions. These should be written as swiftly as possible after a disclosure/incident to ensure key details are captured.

Notes should include;

- Details of who the young person was
- When it happened
- What was said/observed (using the child's exact words where possible and describing how the children were acting in detail)
- Details of any next steps taken
- Who it was reported to

5 Designated Safeguarding Lead responsibilities

5.1 Tech She Can's Designated Safeguarding Officer is Becky Patel (becky@techshecan.org).

5.2 The Safeguarding officer must:

- Have undertaken Designated Safeguarding Officer Training
- Keep a record safeguarding concerns which are reported to them by Tech She Can staff and volunteers
- Ensure Tech She Can staff and volunteers are reminded of their reporting responsibilities under section 4.4 of this policy

6 Safer Recruitment

6.1 Tech She can takes safer recruitment seriously and all staff are subject to the following checks;

- Identity check;

- Reference check (two references required);
- Right to work in the UK check;
- Further checks for those who have lived outside the UK and
- Verification on the candidate's mental and physical fitness may also be sought.

6.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

6.3 All new members of staff will be required to obtain DBS clearance.

6.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

6.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required depending on individual circumstance.

Policy reviewed: July 2023

Appendix A: Types of abuse (taken from Keeping Children Safe In Education 2023)

physical	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.
emotional	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 from 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
sexual	involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
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

	<p>development. Neglect may occur during pregnancy, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>
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