CHILD PROTECTION & SAFEGUARDING POLICY

Status: Statutory

Member of Staff Responsible: Sharon Hunt with credit to Derby and Derbyshire Safeguarding Children's Partnership

Related Policies:

- Behaviour management
- Anti-bullying
- Health and safety
- Financial Probity & Whistle Blowing
- Online Safety Policy
- Single Central Record
- Whistleblowing
- Staff Code of Conduct
- Restrictive Interventions Policy

Implementation date: September 2022

Reviewed date: September 2026

Next review date: September 2027

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
September 2018	LSE	Revision to Policy in line with KCSIE (September 2018)		03/09/2018
November 2018	SHU	Working copy – currently under review		15/11/2018
April 2019	SHU	Reviewed in line with linked policies		01/05/2019
January 2020	SHU	Revision to Policy in line with KCSIE 2019		06/01/2020
July 2020	SHU	Reviewed		27/07/2020
August 2020	SHU	Revision to Policy in line with KCSIE 2020		28/08/2020
September 2021	SHU	Revision to Policy in line with KCSIE 2021		05/09/2021
September 2022	SHU	Revision to Policy in line with KCSIE 2022		04/09/2022
August 2023	SHU	Revision to Policy in line with KCSIE 2023/Derby and Derbyshire Safeguarding Children Partnership's template		31/08/2023
February 2024	AMI	Revision to policy to replace one DDSL due to a member of staff leaving.		13/02/2024
August 2024	SHU	Revision to Policy in line with KCSIE 2024/Derby and Derbyshire Safeguarding Children Partnership's template		27/08/2024
August 2025	SHU	Revision to Policy in line with KCSIE 2025/Derby and Derbyshire Partnership's template		27/08/2025
July 2026	SHU	Revision to Policy in line with KSCIE 2026 / Derby and Derbyshire Partnership's template		23/07/2026

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1. Introduction

This Safeguarding policy outlines how the UTC will safeguard and promote student's welfare to keep our students safe from abuse, neglect, and exploitation.

UTC Derby Pride Park recognises that we have an important role to play in multi-agency safeguarding arrangements. We are committed to safeguarding and promoting the welfare of students and it is everyone's responsibility, and everyone has a role to play. We expect everyone in the UTC to share this commitment. The policy applies to all adults, including volunteers, governors/trustees, supply staff and contractors working in or on behalf of the setting.

As defined in Working Together to Safeguard Children (2026) safeguarding and promoting the welfare of students as:

- Providing help and support to meet the needs of students as soon as problems emerge
- Protecting students from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of student's mental and physical health or development
- Ensuring that students grow up in circumstances consistent with the provision of safe and effective care, and
- Promoting the upbringing of students with their birth parents, or otherwise their family network[1] through a kinship care arrangement, whenever possible and where this is in the best interests of the students
- Taking action to enable all students to achieve the best outcomes in line with the outcomes set out in the Children's Social Care National Framework[2]

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact students and families' lives.

Child protection is part of safeguarding and promoting the welfare of students and is defined for the purpose of this guidance as activity that is undertaken to protect specific students who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Students means everyone under the age of 18.

We help to keep students safe by:

- Providing safe environments, with secure access, where students can learn and develop
- Acting in the best interests of students to protect them online and offline, including when they are receiving remote education
- Providing a robust preventative education programme through a whole UTC approach
- At the earliest opportunity, identifying students who may need extra or community-based support, early help (this will be known as Family Help), intensive services and specialist services i.e., a student who is suffering or likely to suffer significant harm. This can include, but is not limited to, neglect, abuse (including by other students), grooming or exploitation
- Taking timely and appropriate safeguarding action for students who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a

timely way to those who have the expertise to help
- Using safe recruitment processes
- Managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns

We will ensure that parents/carers and our partner agencies are aware of our safeguarding policy by ensuring that it is on the UTC website, and by raising awareness at initial meetings of parents of new students and at parent teacher meetings.

The UTC website also has information about how parents/students/other agencies can contact the designated safeguarding lead and their deputies and include their availability during out of UTC hours and holidays.

Safeguarding and child protection policy statement
UTC Derby Pride Park operates a whole UTC approach and ethos to safeguarding and protecting students. Where safeguarding is concerned, we maintain an attitude of *"it could happen here"*. We recognise that everyone in the UTC has a role to play to keep students safe; this includes ensuring students feel heard and understood, identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a student at their centre.

We ensure that all students are safeguarded while on or off UTC premises and are proactive about anticipating and managing risks that students face in the wider community and online. To support this the UTC assesses the risks and issues in the wider community when considering the well-being and safety of its students. Due to the context of our UTC, our students may be at greater risk of child-on child abuse, self-harm, criminality, mental health issues, being reported as missing, at risk of sexual or physical harm, vulnerability to grooming including extremism or County Lines, Domestic Abuse, knife crims, and online safety including social media/messaging/harassment.

To protect our students, we have a Prevent action plan/risk assessment and are part of Operation Encompass (previously known locally as Stopping Domestic Abuse Together/ SDAT). We use our Personal Learning and tutor programme/curriculum to teach students how to stay safe, including staying safe online, mental health and accessing support, promoting emotional wellbeing, understanding and preventing extremism, radicalisation, digital literacy, online grooming, sexting, the influence of gangs, county line, sexual harassment, FGM, arranged marriages and homophobia/diversity. These are reviewed regularly and the curriculum is flexible with regards to the teaching of these issues.

The UTC recognises we have an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working as set out in Working Together to Safeguard Children (2026). As a relevant agency, the UTC understands its role within local safeguarding arrangements and operates in accordance with the Derby and Derbyshire Safeguarding Children multi-agency procedures, including the local criteria for action (known as the Threshold document) and the Derby and Derbyshire local protocol for assessment and support.

To support key multi-agency safeguarding communications, we have a dedicated secure safeguarding email address (Safeguarding@utcderby.org.uk), which is accessible by at least two members of our safeguarding staff. During the UTC term and in UTC hours, this is

checked daily. This is also monitored and is operational daily during other times and in UTC holiday, including weekends, Bank Holidays.

The UTC is also aware of and implements any local learning where appropriate, such as those as outlined in DDSCP Briefing Note relating to learning from reviews or audit located in the multi-agency safeguarding children's procedures document library. The UTC works with external agencies to support vulnerable students through a variety of services including School Health (nurses), emotional health and well-being, substance misuse services, Local Authority children's services – *Best Start Family Hubs,* Compass Changing Lives, Safe & Sound, Love4Life, Lunar Minds, Supporting Communities, Children First, Derby University and Sheffield Futures. This can be through having regular meetings (face to face or virtually), taking part in forums/events, making referrals, and hosting meetings for individual students/parents/carers.

Context
This policy enables UTC Derby Pride Park to carry out our functions to safeguard and promote the welfare of students and must be read alongside key guidance:

- Department for Education's statutory guidance publications for schools and local authorities, including:
  - Working Together to Safeguard Children (2026)
  - Keeping Children Safe in Education (2026)
  - Designated teacher for looked-after and previously looked-after children (2018)
- Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
- Data Protection Act (2018), UK GDPR and Data (Use and Access) Act (2025) – known as 'data protection laws'
- Prevent Duty Guidance (2023) and The Prevent duty: safeguarding learners vulnerable to radicalisation (2023)
- Relationships and sex education (RSE) and health education
- Derby and Derbyshire Multi-agency Safeguarding Children procedures

Safeguarding is not just about protecting students from deliberate harm, neglect, exploitation, or failure to act, it relates to broader aspects of care and education. This policy therefore complements and supports a range of other UTC policies, such as:

- Student's health and safety and well-being, including their mental health
- Behaviour management policy, including how we engage students struggling to engage in school, mental health and behaviour, acceptable and non-acceptable behaviours, how we prevent and respond to bullying including cyber bullying, prejudiced based and discriminatory bullying and child-on-child abuse. This policy also outlines the UTC's screening, searching, and confiscating powers and how they will be used safely, proportionately, and appropriately, including police strip searches
- Staff, student, and visitor acceptable use policy/agreements, as part of the UTC cyber awareness plan
- Use of restrictive intervention, including use of reasonable force and the increased vulnerability of students with special education needs and/or disabilities (SEND) and equality duties
- UTC attendance, including unexplainable and/or persistent absences from education, not in receipt of fulltime education or go missing from education, home, or care
- Suspension and permanent exclusion
- Meeting the needs of students with medical conditions

- Support students in school with allergies
- Providing first aid
- Educational visits
- Intimate care
- Emotional well-being
- Online safety, including use of mobile and smart technology, AI, online safety at the UTC and at home and other associated issues, including making or sharing nudes and semi-nudes, appropriate filtering and monitoring, and how students can be kept safe from terrorist and extremist materials
- School mobile phone free policy – note this can be standalone or incorporated into the behaviour policy
- Safer recruitment and selection, including single central record
- Staff behaviour (code of conduct), including low level concerns, managing allegations against staff, including supply staff, contractors and volunteers incorporating 'duty to refer' and whistleblowing, acceptable use of smart technologies/mobile devices, staff/student relationships and communications, including the use of social media
- UTC security and visitors
- Policy/agreement for visiting speakers
- SEND annual information report
- Relationships education (RE)/relationships and sex education (RSE) and health education (physical and mental well-being)
- Communications
- Complaints procedure
- Whistle blowing is included within the Safeguarding Policy
- Data protection policies and privacy notices, including record keeping and retention
- Information sharing

2. What is abuse?

Abuse is a form of maltreatment of a student which may be caused by an adult, adults or by another student or students inflicting harm or by failing to prevent harm. The harm can involve physical, sexual, or emotional abuse, neglect and/or exploitation and can include witnessing the ill treatment of others, such as in all forms domestic abuse. Students can be at risk of abuse inside and outside of their home, in their community, inside and outside the UTC and online.

Safeguarding issues can put students at of risk harm. Behaviours linked to drug taking and/or alcohol misuse, unexplained and/or persistent absences or going missing from education, serious violence (including county lines), radicalisation, consensual/non-consensual sharing of nude and semi-nude images can be signs that students are at risk. Abuse, neglect, exploitation, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

Safeguarding action may be needed to protect students from the following risks, which include abuse perpetrated by other students as well as by adults:

- Any concerns that a student has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls

- Harmful sexual behaviour, sexual harassment, online sexual abuse, and sexual violence between children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; making or sharing nudes and semi-nudes; and coercing others to make and share nudes/semi-nudes
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and child criminal exploitation, including financial exploitation and county lines
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Abuse within intimate personal relationships between students (sometimes known as 'teenage relationship' abuse, including physical, sexual, emotional abuse, and stalking)
- Upskirting[3]
- Substance use – drugs and/or alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- Domestic abuse
- Forced marriage, marriage/civil partnership under the age of 18, virginity testing or hymenoplasty, female genital mutilation and 'honour or faith based' abuse
- Students with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
- Homelessness
- Other issues not listed here but that pose a risk to students

Further information about indicators of abuse and neglect as well as safeguarding risks noted above are located in Keeping Children Safe in Education (2026).

3. UTC staff safeguarding roles and responsibilities

Staff induction
Staff and governors at UTC Derby Pride Park will have an induction appropriate to their roles, which will include organisation vision/ethos, aspirations, and expectations of all staff, as well as what is considered acceptable and what is not. New staff will also receive information about systems within the UTC which support safeguarding, including online safety and copies of policies; this includes:

- Safeguarding policy, which includes how the UTC deals with child-on-child abuse
- The UTC behaviour policy, which includes UTC's measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff behaviour (code of conduct) policy, which includes acceptable use of technologies/mobile devices, online filtering and monitoring processes utilised and expectations associated with this, staff/student relationship and communications, including the use of social media. The policy also incorporates low-level concerns, allegations against staff and whistleblowing
- Attendance policy and the safeguarding response to students where there are unexplainable and/or persistent absences or are missing from education
- The safeguarding response to child-on-child abuse
- The role and names of the designated safeguarding lead, their deputies, the designated teacher for looked after children, the senior mental health lead, and the designated governor

All staff will:

- Receive an electronic copy of, read and sign to say that they have received, read, and understood:
  - Those who work directly with children at least Part one of Keeping Children Safe in Education: for school and college staff (2026)
  - UTC leaders, including governors/trustees/proprietors and designated safeguarding leads/deputies all of Keeping Children Safe in Education (2026)
  - Staff who do not work with children directly Keeping Children Safe in Education: for school and college staff (part 1) (2026)

All staff will:

- Be aware of:
  - Operation Encompass, (previously known locally as Stopping Domestic Abuse Together /SDAT) a police-led early domestic abuse notification to schools, and the UTC dedicated safeguarding email address
  - The safeguarding response to students who are missing education or where there are unexplainable and/or persistent absences from education
  - The safeguarding response to child-on-child abuse
  - What private fostering arrangements are and the appropriate safeguarding response
  - The early help process for universal and community-based support and family help for children with emerging/additional needs and understand their role in it
  - The process for making a referral to local authority children's services and social care, the statutory assessments that may follow this and the role they may play in such assessments
  - The protocols for recording concerns on UTC's systems
- Know what to do if a student tells them they are being abused, exploited, or neglected and will be able to reassure students they are being taken seriously, will be supported, and kept safe
- Know what to do if a student shares, produces, or receives a sexual communication, including making or sharing nudes/ semi-nudes
- Know what to do if a parent or carer shares any concerns about a student
- Be aware:
  - Students may not feel ready or know how to tell and/or might not recognise their experiences as harmful and that certain students may face additional barriers to telling
  - Any student may benefit from early help and be alert to the need for early/family help for some groups of students
  - Of the indicators of abuse, exploitation, and neglect, understand that students can be at risk inside and outside of the UTC, in their home, institutional or community setting and online
  - Students can abuse other students, referred to as child-on-child abuse, and the UTC policy to prevent and respond to it
  - Students with special education needs, disabilities (SEND) or health issues, particularly those with neurodevelopmental conditions such as autism, as well as those with certain medical or physical health conditions are particularly vulnerable to online and offline abuse, exploitation, and neglect - and also face additional barriers to the recognition of this abuse
  - In addition to students with SEND or health issues, that some groups of students are potentially at greater risk of harm, including students who need a social worker,

students absent or missing from education or who are electively home educated, students requiring mental health support, looked after/previously looked after children and students who are, or may be, lesbian, gay, bisexual, or gender questioning
    - Technology is a significant component in many safeguarding and well-being issues
    - Mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation
    - That student's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
    - Of the '*one chance'* rule with suspected or actual victims of forced marriage and honour or faith-based' abuse. That is, they may only have one opportunity to speak to a victim or potential victim to offer appropriate support and advice
    - Of the possible indicators, alongside other factors, and contexts, that a student is likely to be susceptible to an extremist ideology
    - Of the indicators which may signal students are at risk from, or involved with, serious violent crime
- Have the skills, knowledge and understanding to keep looked after students and previously looked after students safe
- Discuss/report any concerns they have about a student with the designated safeguarding lead or their deputies. If staff members are unsure, they should always speak to the designated safeguarding lead or their deputies
- Speak to the designated safeguarding lead or a deputy about any concerns about honour or faith-based' abuse, breast ironing, female genital mutilation (FGM)[4], virginity testing and hymenoplasty[5]
- Work with the designated safeguarding lead/deputies and do everything they can to support social care workers to help them carry out a statutory assessment
- Be mindful that early information sharing is vital to identifying and tackling all forms of abuse, exploitation, and neglect and in promoting student's welfare, including in relation to their educational outcomes

Governors and the management of UTC safeguarding
As outlined in Keeping Children Safe in Education (2026) the governing body have a strategic leadership responsibility for the UTC safeguarding arrangements and has/have the responsibility to ensure that the UTC complies with safeguarding duties under legislation. There is a senior board level member who takes leadership responsibility for the establishment's safeguarding arrangements.

The governing body and their senior leadership teams and designated safeguarding lead/safeguarding deputies are aware of and follow local arrangements. This includes understanding and applying the Threshold document (criteria for action), Derby and Derbyshire Local Protocol for Assessment and Support, Derby and Derbyshire Child Protection Conference Professional Dissent process and Dispute Resolution and Escalation protocol. Arrangements have been made to set out information sharing processes and principles within the UTC and with local authority children's social care, safeguarding partners (Derby and Derbyshire Safeguarding Children Partnership/DDSCP) and other agencies. The UTC will supply information as requested by the DDSCP which enables and assists partners to perform their functions to safeguard and promote the welfare of students in their area, including information related to local and national child safeguarding practice reviews.

Governors/trustees exercise strategic oversight of all aspects of safeguarding in the UTC, and this is a standing item at all governing body meetings and recorded in minutes. To support this on an annual basis:

- A safeguarding audit is undertaken to ensure the effectiveness of safeguarding policies and processes.
- A review and risk assessment of the UTC approach to online safety, policy and practice. The UTC will be using the free *360 Degrees Safe Online Safety Self-Review Tool for Schools*

Principal
The UTC principal will ensure that the policies and procedures, adopted by their governing body are understood, and followed by all staff. This includes working with the designated safeguarding lead, their deputies, and other senior leaders, to ensure the effectiveness of safeguarding within the UTC and ensuring that educational outcomes of students who have or have had a social worker are promoted.

Designated safeguarding lead and deputy designated safeguarding lead
A member of the senior leadership team is appointed to the role of designated safeguarding lead. They take a lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

The designated safeguarding lead co-ordinates the setting's safeguarding and child protection arrangements. They provide advice and support to other staff on child welfare, safeguarding and child protection matters, including Operation Encompass notifications, take part in strategy discussions/meetings and inter-agency meetings – and/or supports other staff to do so - and contributes to the assessment of students.

The establishment also has two deputy designated safeguarding leads to cover for when the designated safeguarding lead is not available; the lead responsibility however remains with the designated safeguarding lead. There is a team of safeguarding officers within the UTC who are able to cover should the designated safeguarding lead or the deputy safeguarding leads be unavailable.

The designated safeguarding lead actively liaises with other UTC staff with safeguarding responsibilities, teachers, pastoral support staff, school nurses, IT leads, SENCos and senior mental health leads on matters of safety and safeguarding to ensure safeguarding and promoting students' well-being are effective.

The designated safeguarding lead or their deputies are always available during UTC hours for the staff in the UTC to discuss any safeguarding concerns. Adequate and appropriate cover arrangements will be made for any out of hours/out of term activities (published on the UTC web site). The UTC safeguarding email address is monitored in and out of hours and in and out of term, including weekends, Bank Holidays and the holidays, and can be used to contact the DSL (Safeguarding@utcderby.org.uk).

More information about the role and responsibilities of the designated safeguarding lead can be found in Keeping Children Safe in Education (2026) Annex B: Role of the designated safeguarding lead.

Safeguarding training
All staff and governors are equipped with the knowledge and skills to keep students safe. In addition to the safeguarding training at induction, all staff and governors will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated[6]. They also receive training on the Prevent Duty, child-on-child abuse, private fostering and online safety training (which includes effective responses to sharing nudes/semi-nudes, including those generated by AI and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). All staff and governors will also receive regular safeguarding and child protection (including online safety) updates at least annually. This will help provide them with an awareness of safeguarding issues that can put students at the risk of harm ensuring they have the relevant skills and knowledge to safeguard students effectively.

All staff will receive training on:

- Attendance, with dedicated attendance training for any staff with a specified attendance function in their role, including administrative, pastoral, or family support staff, and senior leaders.
- Data protection (including recording protocols) and cyber security, with in-depth data protection training for DSLs in line with Keeping Children Safe in Education, Annex B: Role of the designated safeguarding lead.

The governors' safeguarding training and updates will enable them to have the knowledge to provide strategic challenge to test and assure themselves that safeguarding processes and procedures are effective and robust. They will ensure that a whole UTC approach to safeguarding is in place.

Those involved with the recruitment and employment of staff to work with students will have received appropriate safer recruitment training.

4. Key safeguarding contacts

UTC Derby Pride Park staff with specific safeguarding responsibilities

Safeguarding Role	Name and Role	School/College contact details
Designated Safeguarding Lead	Sharon Hunt Assistant Principal	shunt@utcderby.org.uk 01332 477400
Senior Leader(s) available for contact in the absence of the designated safeguarding lead	Lee Kirkwood Principal	lkirkwood@utcderby.org.uk 01332 477400
Deputy Designated Safeguarding Leads	Callum Schofield Connor Todd	cschofield@utcderby.org.uk 01332 477400 ctodd@utcderby.org.uk 01332 477400
Other staff with safeguarding responsibilities	Amanda Hollis Rhydian Watkins Kim Coates Emma Varney	ahollis@utcderby.org.uk 01332 477400 rwatkins@utcderby.org.uk 01332 477400 kcoates@utcderby.org.uk 01332 477400 evarney@utcderby.org.uk

		01332 477400
Attendance Lead **ISAO**	Amanda Hollis Anne Harris Callum Schofield Karen Whetton	ahollis@utcderby.org.uk 01332 477400 aharris@utcderby.org.uk 01332 477400 cschofield@utcderby.org.uk 01332 477400 Karen/whetton@derby.gov.uk 07812300974
SENCo	Kim Coates	kcoates@utcderby.org.uk 01332 477400
Designated Safeguarding Governor	Andy Davies Chair of Governors	governors@utcderby.org.uk 01332 477400
Designated Teacher for Looked After/ previously Looked After Children	Sharon Hunt Kim Coates	shunt@utcderby.org.uk kcoates@utcderby.org.uk 01332 477400
Senior Lead/s for Mental Health and Well-being	Sharon Hunt	shunt@utcderby.org.uk 01332 477400
Governor for Mental Health and Well-being		
PHSE/RSE Lead	Kerry Warburton	Kwarburton@utcderby.org.uk 01332 477400
SLT Digital Lead	Sharon Hunt	shunt@utcderby.org.uk 01332 477400
Date Protection Officer	Toby Wilson (EduDataPro.com)	toby@educatapro.com

Other Key Local Safeguarding Contacts *(add or amend list as appropriate)*

	Derby	**Derbyshire**
Early/Family Help and Advice	• Derby City Family Hubs and Early Help • Early Help Advisors, see Safeguarding Children Procedures Contacts, advice and further information	• Family Help Service • For advice contact Starting Point Consultation and Advice Service for Professionals via 01629 535353
Targeted Early/Family Help requests	Locality Vulnerable Children Meeting (VCM)/ Family Help Forums (FHF) for requests for targeted early help via multi-agency team (MAT) or non-urgent social care referrals via Locality Casework Support Officers	Requests for support from professionals should be made via the online request for support unless a child is at risk of Significant Harm
Speak to a Social Worker for thresholds advice and consultation	Children's Services Professional Consultation Line 07812 300329	Starting Point Consultation and Advice Service for Professionals 01629 535353

Referrals to Local Authority Children's Social Care	***Initial Response Team*** **Urgent:** 01332 641172 or out of hours via Careline 01332 956606 **Non urgent:** Derby Children's Social Care Online Referral system	***Starting Point*** **Urgent:** Call Derbyshire 01629 533 190 **Non urgent:** Starting Point online
Local Authority Designated Officer (LADO)	Derby LADO advice form Derby and Derbyshire LADO referral form **Email:** CPMduty@derby.gov.uk	Derby and Derbyshire LADO referral form **Email:** professional.allegations@derbyshire.gov.uk
Derbyshire Police	• 999 for emergencies or 101 for non-emergencies • Mandatory reporting of Female Genital Mutilation (FGM) via 101 • UTC Police Safer neighbourhood team or link officer Hayley Orchard – 07712424982 hayley.orchard@derbyshire.police.uk, PC Toni Williams – 07712425140 toni.williams@derbyshire.police.uk • Also see *When to call the police – guidance for schools and colleges*	

Prevent (radicalisation and extremism)	• For advice contact the Local Authority Prevent Team: Derbyshire - 01629 535646 or prevent@derbyshire.gov.uk Derby - Prevent@derby.gov.uk • Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694. For emergencies phone 999. See Refer someone to the Derbyshire Prevent Team (Derbyshire Constabulary) • Reporting extremism concerns about an adult working in an education setting submit the details at report extremism in education	
Children absent from education	• Derby Education Welfare Service (EWS) • Elective home education (EHE) • Children missing education (CME)	• Derbyshire Education Welfare Services • Elective home education (EHE) • Children missing education (CME) • See Children missing from education for further information on guidance, policies and procedures relating to school age children missing from education
Virtual School for Looked After Children	• Virtual School Head - 07812 301044 or graeme.ferguson@derby.gov.uk • Specialist Education Support Officer for LAC	Helen Moxon, Virtual School Headteacher 01629 538028 virtualschool@derbyshire.gov.uk • Specialist Education Support Officer for LAC or other role)
Public Health Nurse/other health contact/s	• Dmh-tr.ChildFamily-Derbyshire@nhs.net • Lisa Lambert (school nurse)	• Lisa Lambert, school nurse *lisalambert1@nhs.net*
Emotional Health and Well-being Services	*emotional well-being and mental health services*, including school Mental Health Support Teams, North Derbyshire Specialist Community Advisors or. Derby/South Derbyshire CAMHS Duty (0300 123 9164) during office hours (Monday-Friday 09:00-17:00), out of hours, please contact the	

	Derbyshire Mental Health Helpline and Support Service (Call 111 and select the 'mental health' option, option 2). Derby and Derbyshire Mental Health *Pathway* Guidance	
Domestic Abuse	• Safer Derby City • Derbyshire constabulary - information and advice about domestic abuse webpages	• Safer Derbyshire domestic abuse webpage • Derbyshire constabulary - information and advice about domestic abuse webpages
Cyberchoices	For children at risk of being drawn into cybercrime via East Midlands Cyber Secure	
Homelessness or at risk of homelessness	Derby city council homelessness webpages	See relevant District council website

Key National Contacts *(Add or amend as appropriate)*

Organisation	Description and contact details
NSPCC helpline for adults	Helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on: • Text 88858 • 0808 800 5000 • help@nspcc.org.uk
NSPCC helpline Report Abuse in Education	Bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance including for non-recent abuse: • 0800 136 663 • help@nspcc.org.uk
NSPCC Whistleblowing Advice	Free advice and support for professionals concerned about how child protection issues are being handled in their organisation: • 0800 028 0285 • help@nspcc.org.uk
UK Safer Internet Centre professional advice line	Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care: • helpline@saferinternet.org.uk
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by Refuge, Helpline 0808 2000247
Operation Encompass	Information, resources and elearning for schools
Report harmful online content	• UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online • CEOP – to report online sexual abuse or the way someone has been communicating online • Report online material promoting terrorism or extremism

Report Abuse in Education helpline	• Young people who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education helpline on 0800 136 663 or email help@nspcc.org.uk
Harmful Sexual Behaviour Support Services	• SWGfL Harmful Sexual Behaviour Support Service/ Marie Collins Foundation guidance, resources, and online video training package. • Stop it now! For worries about a child's sexual behaviour, 0808 1000 900. Includes Shore which provides a safe and anonymous place for young people to get help and support. The aim is to prevent harmful sexual behaviours among young people.

5 Ensuring a safe environment for all students

The UTC provides a safe environment where students can learn and develop. This is an essential part of the UTC approach to safeguarding which incorporates a culture of vigilance where student's welfare is promoted, timely and appropriate safeguarding action is taken for students who need extra help or who may be suffering, or likely to suffer harm.

The UTC environment is safe and secure and protects our students from harm or the risk of harm. Positive behaviours are consistently promoted, and abusive or inappropriate behaviour challenged. A positive and supportive environment is promoted which gives students a sense of being valued.

The UTC complies with obligations under the Equality Act and relevant school premises regulations. We carefully consider how we support students with regard to protected characteristics and, where needed, make reasonable adjustments for disabled students.

The UTC follows regulations and safeguarding requirements relating to school premises and sport. We provide appropriate toilet, changing and shower facilities and ensure that sport is safe and fair. The UTC have appropriate toilets/changing facilities for students' use. We also use the facilities at Derby Arena. The UTC's approach to sport/PE, changing rooms and showers and the needs of gender questions students can be addressed

Vulnerable students
We recognise that some groups of students are potentially at greater risk of harm (both online and offline) than others and have agreed arrangements to ensure the safety of these students:

- **Students who need a social worker (Child in Need and Child Protection Plans**). As a matter of routine, the designated safeguarding lead will hold and use the information that the student has a social worker to ensure that decisions can be made in the best interests of the student's safety, welfare, and educational outcomes. In addition, the UTC will work with the virtual head as appropriate, regarding the educational attendance, attainment, and progress of students with a social worker.

- **Students who are absent from education.** The UTC proactively manages and takes steps to improve attendance across our community. Attendance is the essential foundation to positive outcomes for all our students and is everyone's responsibility in the UTC.

The UTC's response to students who are absent from education, particularly on repeat occasions and/or prolonged periods, supports identifying a range of safeguarding issues, abuse, neglect and sexual or criminal exploitation, including county lines; it also helps prevent the risk of absent student becoming a child missing education in the future. This includes when problems are first emerging but also where students are already known to local authority children's social care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community. We support and monitor attendance and absence carefully to identify students or cohorts that require support with their attendance and put effective strategies in place. This includes:

- Building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them.
- Sharing information and work collaboratively with other schools in the area, the local authority, and other partners when absence is at risk of becoming persistent or severe.
- Refer to the UTC Attendance Policy

The UTC holds meetings with parents regarding any concerns about attendance, tracking and monitoring it, and work alongside our ISAO (Karen Whetton) to support improvement.

See Derby Schools and Colleges *webpages* or access the Schools' Information *Portal* and Derbyshire Schoolsnet *webpages)*

The UTC also recognises that when students are not in the UTC, such as when a student is on a reduced timetable, suspended or excluded, they miss the protection and opportunities that education can provide, and can become more vulnerable to harm, exploitation and being involved in serious violence. Learners who have a social worker, including looked-after children, and previously looked-after children/students, are especially vulnerable. The UTC proactively supports students in the UTC environment and decision-making processes about reduced timetables, suspension or exclusion and operate in the best interest of students as outlined in local and national guidance. The UTC works with parents/carers/students to promote positive behaviour, support learning and working to create environments where reduced timetables are limited.

See national guidance *Behaviour in Schools (2024), Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026), Supporting pupils at school with medical conditions (2015)*[7] *and local guidance Derby* part-time timetable guidance and a protocol and *Derby* In Year Fair Access (IYFA) and Exclusions or *Derbyshire* part-time timetables and *Derbyshire* attendance management and exclusions)

- **Elective home education.** Where a parent/carer has expressed their intention to remove a student from school with a view to educating at home, the UTC will seek to co-ordinate a meeting with the parents/carers, Local Authority, and other key professionals where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each student and is particularly important where a student has SEND, is vulnerable, and/or has a social worker. Where a student has an Education, Health and Care Plan (EHCP) the local authority should review the plan with parents/carers. Where a student is taken off roll, we will inform the Local Authority of the deletion from our admission register via the system outlined on the Derby or Derbyshire elective home education webpages.

- **Students who require mental health support.** The UTC has an important role to play in supporting the well-being and mental health of our students. Staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. Mental health problems can be an indicator that a student has suffered or is at risk of suffering abuse, neglect, or exploitation. We have clear systems and processes in place for identifying possible emotional well-being issues and mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems including the Derby and Derbyshire Mental Health *Pathway* Guidance. Mental Health is also championed through the curriculum, tutor programme, activities and assemblies, external visitors, programmes, mentoring and in-house support services including our mental health counselling service (Sheffield Futures). External referrals can also be made to various agencies including School Health, Compass Changing Lives and Lunar Mind.

- **Looked after children and previously looked after children/students.** The UTC ensures that appropriate staff have the information they need in relation to a student's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has:

    - Details of the student's social worker, and
    - The name and contact details of the virtual school head and the relevant support officer in the authority that looks after the student
    - The name of the Personal Advisor appointed to support a student who has left care

When dealing with looked after children/students and previously looked after children/students, the UTC will work with all local authority children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these students, who are a particularly vulnerable group. The UTC has named designated teachers, who have appropriate training, relevant qualifications, and experience. They work with the Virtual School, to promote the educational achievement of students who are looked after, have left care through adoption, special guardianship, or child arrangement orders, or adopted from state care outside of England and Wales. In addition, the UTC recognises the distinct needs of children/students in kinship care and will, alongside the Virtual School, seek to will promote their education outcomes.

- **Young carers.** The UTC is alert to students who are young carers and recognise that this can impact on their attendance, behaviour and well-being.

- **Students with special educational needs and disabilities (SEND).** The UTC recognises that these students may face extra safeguarding challenges both online and offline. Additional barriers can also exist when recognising abuse, neglect, and exploitation. The designated safeguarding lead and SENCo with oversight of SEND will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a student with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions. The UTC will consider extra pastoral support and attention for these students, along with ensuring any appropriate support for communication is in place

- **Children with medical conditions.** The UTC supports students with a wide range of medical conditions, including allergy, so that they can access learning, feel valued and safe, and succeed. We recognise that students and young people with medical conditions have higher rates of absence than their peers as a result of their medical condition and are likely to need additional support and flexibility. The UTC has a policy for supporting students with medical conditions that is reviewed regularly and is readily accessible to parents and school staff. See *Supporting pupils at school with medical conditions* (2015) (guidance currently being revised) and *Allergy safety in schools* (2026)

- **Students who are, or may be, lesbian, gay or bisexual.** The UTC will take steps to reduce the additional barriers these students face, address vulnerabilities such as the risk of bullying by taking steps to prevent it and create a culture where they can speak out or share their concerns with staff. When supporting gender questioning students, the broad range of a student's individual needs are considered. Students at the UTC have the opportunity to report any concerns through the Speak Up email system. Students are taught about acceptance, respect and inclusion through the curriculum, tutor programme, assemblies and external visitors.

- **Students who are questioning their gender.** When a student or parent/carer makes a request relating to social transition, the UTC will be aware of the potential vulnerabilities of a student who is questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

- **Private fostering.** In addition to the above the UTC recognises the additional vulnerability of students in private fostering arrangements. A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child/student under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. When such arrangements come to our attention, we will notify the local authority to check the arrangement is suitable and safe for the student. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing. See statutory guidance Children Act 1989: private fostering.

We also recognise that in addition to the above, other factors can increase a student's vulnerability to abuse, exploitation, or neglect such as:

- In a family circumstance presenting challenges for the student, such as parental substance (drugs and/or alcohol) use, adult mental health issues and domestic abuse
- Misusing drugs and/or alcohol
- Being an asylum seeker/refugee
- Being from our new communities
- Living away from home, including private fostering arrangements, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- Living in chaotic, neglectful, and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage/civil partnership, pregnancy/maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex, or sexual orientation

- Being a young carer
- Not speaking or not having English as a first language
- Being involved in the court system
- Students affected by parental offending or with family members in prison

Teaching safeguarding
We are committed to offering our students age and developmentally appropriate preventative education to ensure that students are aware of personal safety, safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it. They will be taught about safe use of technology, online harms, healthy relationships online and offline, how to keep themselves and others safe, including online and where to seek help. We recognise the new safeguarding risks caused by rapid technological developments and the need to support and educate students about these. To be effective, we employ best practice principles to ensure there is a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm students. We refer to the Effective Working Together Guidance: Supporting Schools to Deliver the PSHE Programme guidance[8] to help to ensure that the input of external visitors to the UTC enhances our PSHE programme.

The UTC is sensitive to our students' circumstances and recognises teaching will need to be tailored to the specific needs and vulnerabilities of individual students, including those who have been victims of abuse, students with special educational needs and disabilities and other vulnerabilities.

Our preventative education forms part of our UTC approach to prepare our students for life in modern Britain, encourages open debate about different points of view and beliefs and creates a culture of zero tolerance for sexism, racism, misogyny/ misandry, disablism, racism, homophobia, biphobia and sexual violence/harassment derogatory behaviour or other forms of physical violence and conflict. It is responsive to contextual, local, and national data, issues, and trends to ensure it is meeting the challenges that students are facing.

The UTC's core values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of the UTC. This is underpinned by the UTC's behaviour policy, pastoral support system and our planned evidence-based relationships UTC education/relationships and sex education and health education and reinforced throughout the whole curriculum.

See UTC Derby Pride Park's relationships education/relationships and sex education and health education policy and behaviour policy.

Online safety
Online safety and protecting students from potentially harmful and inappropriate online material forms part of the whole UTC approach to safeguarding, including policies, curriculum, staff training, roles and responsibilities of the designated safeguarding lead and parental engagement. The UTC has filtering and monitoring systems in place, informed in part, by the risk assessment required by the Prevent Duty, which meet the current DfE filtering and monitoring standards. This includes:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
- Reviewing filtering and monitoring provision at once every academic year

- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- Having effective monitoring strategies in place that meet safeguarding needs

The UTC uses the DfE 'plan technology for your school service' to self-assess against filtering and monitoring standards and takes action on recommendations. In addition, we refer to Generative AI: product safety expectations guidance and Generative artificial intelligence (AI) in education to use AI safety. To address the risk of AI image manipulation, the UTC refers to considerations and best practice in the use of photos and videos across our online platforms as outlined in Protecting your setting's images from AI manipulation and abuse guidance.

The UTC safeguards students by protecting personal information and ensuring appropriate cyber security systems are in place in line with Cyber security standards for schools and colleges.

The UTC protects and educates students and staff in their use of technology, including where they are learning remotely, and has mechanisms to identify, intervene and escalate any concerns where this is needed.

The UTC online safety policy outlines how the four areas of risk, content, contact, conduct and commerce, will be addressed to protect and educate students and staff. It also incorporates the use of mobile and smart technology and appropriate filtering and monitoring on school devices and networks. Security protection procedures which meet the current Cyber security standards for schools and colleges are in place in order to safeguard the systems, staff and students and review the effectiveness of these procedures to keep up with ever evolving cyber-crime technologies. The UTC is also in regular communication with parents and carers and uses these communications to reinforce online safety and the systems the UTC use to protect students from online harms.

To ensure that online safety is effective, especially as technology and the associated risks and harms evolve and change, the UTC undertakes an annual review of our approach to online safety, and an annual risk assessment to consider and reflect the risks students face.

For more information see the UTC online safety and AI policies.

Systems for students to report concerns and abuse
The UTC recognises the importance of ensuring that all students feel heard and understood. We have a culture of listening to students and taking account of their wishes and feelings in any measures the UTC may put in place to protect them. Whenever there are any concerns, the student's wishes will be taken into account when determining what action to take and what services are provided. The welfare and safety of a student is of paramount concern, and staff will act in the best interests of the student.

We understand the difficulties that students may have in approaching staff about their circumstances and any concerns they may have. Some students may feel unable to report their concerns or abuse, others may have additional barriers to telling someone or may not recognise what is happening is abusive.

The UTC has an open and accepting attitude towards students and promotes a positive and supportive environment as part of our responsibility for pastoral care. Our UTC ethos

promotes trusted relationships between students and all staff which supports students to tell staff about any concerns they may have. Students can use the Speak Up designated email address to report any concerns or worries they may have (speakup@utcderby.org.uk).

Students, parents/carers, and all staff will be free to talk about any concerns and see the UTC as a safe place. Many students can show signs or act in ways they hope adults will notice or react to, others may make indirect reports via a friend or staff may overhear conversations. All staff are alert to this and to the potential need for early/family help and are aware of the indicators of abuse, exploitation and neglect and know what actions they should take.

The UTC has systems in place for students to complain and/or confidently report their concerns, including any form of abuse or neglect, including child-on-child abuse, and know that their concerns will be treated seriously. Students can speak to any member of the Safeguarding Team, any member of staff or use the Speak Up email system to safely express their views/concerns.

Working with parents and carers
We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of students.

UTC Derby Pride Park will ensure that:

- We work with parents positively, openly, and honestly
- Parents are encouraged to discuss their issues or concerns about safety and welfare of students, including any worries about a student's emotional well-being or mental health. They will be listened to and taken seriously
- Parents are aware there is a whole UTC safeguarding approach to ensure that students are kept safe and well, and the UTC is part of Operation Encompass (previously known locally as Stopping Domestic Abuse Together/ SDAT)
- We work with parents to ensure they understand that effective RSHE is important for promoting and protecting the wellbeing of all students
- We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal), child-on-child abuse, emotional well-being/mental health, online safety/harms, including nudes and semi-nudes, harmful sexual behaviour, and terrorist/extremist material. We will also outline the support available to keep students safe within the UTC, locally and nationally
- Up to date and accurate information is kept about students i.e.
  - names and contact persons with whom the student normally lives
  - those with parental responsibility
  - where reasonably possible, we hold more than one emergency contact number
  - if different from above, those authorised to collect the student from the setting
  - name and contact details of GP
  - any relevant court orders or any other factors which may impact on the safety and welfare of the student
- Information about our students given to us by students themselves, their parents, or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the student
- It is made clear to parents and carers that the UTC has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by the UTC, or partner agencies. These will be kept securely, kept apart from the main student record and only accessible to key members of

staff. Copies of these records will be securely sent to any education provider to which the student transfers and a confirmation of receipt obtained
- Where we have reason to be concerned about the welfare of a student, we will always seek to discuss this with the student's parents or carers first. However, there may be occasions where we are not able to do this, for example, when by doing so, it places the student at additional risk or where it may not be possible to speak to the parents/carers

6. Responding to concerns about a student's welfare

Key points to remember for any member of staff (including volunteers or supply staff) or visitors whenever they have any concerns about a student's welfare:

- In an emergency take the action necessary to help the student, for example, call 999
- Do not assume a colleague or another professional will share information that might be critical to keeping a student safe. Early information sharing is vital in keeping students safe, whether this is when problems first emerge, or when a student is already known to local authority children's social care
- Report your concern, including any possible private fostering arrangements, to the designated safeguarding lead or their deputies as soon as you can and by the end of the day at the latest. This should initially be through CPOMS but can also be followed up in person or by email.
- If you are unsure speak to the designated safeguarding lead or their deputies.
- If the designated safeguarding lead or their deputies are not around, ensure the information is shared with the most senior person in the UTC that day. The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible
- A safeguarding approach must be taken when addressing concerns about nudes/semi-nudes, including those generated by AI, staff should not view, copy, print or share the images
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- As soon as you are able, complete a record of the concerns. This should be on the same day and before the student is due to leave the school premises, this should be done through CPOMS alerting the DSL/DDSLs to the concern/action
- Seek support for yourself if you are distressed talk to the DSL or one of the deputies

Staff must always **immediately** inform the designated safeguarding lead or their deputies if there are any:

- Concerns that a student is presenting signs or symptoms of abuse, exploitation, or neglect, including suspicion that a student is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Concerns about a student carrying or using a weapon, or expressing intent to do so
- Searching incidents where there are reasonable grounds to suspect a student was in possession of a prohibited item[9] or where a search has revealed a safeguarding risk
- Behaviour or changes in presentation, including changes in school attendance, which gives rise to suspicions that a student may not be receiving adequate care or may be suffering harm
- Hint or disclosure of abuse about or by a student
- Concerns that a person(s) who may pose a risk to student is living in a household with children/students present

- Concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a student
- Concerns about child-on-child abuse, including sexual violence and harassment
- Information which indicates that the student is living with someone who does not have parental responsibility for them (this is known as private fostering)
- Concerns that a student is at risk of domestic abuse or so-called 'honour-based' abuse, including forced marriage, marriage, or civil partnership under the age of 18, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
- Concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including financial exploitation and county lines; or that a student or their parent/carer may be a victim of modern slavery (trafficked)

There will also be occasions when you suspect that a student may be at risk, but you have no 'real' evidence or that the student may need support with their mental health. The student's behaviour, play and or appearance may have changed, their attendance at UTC may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other behavioural and or physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the student if they are alright or if you can help in any way.

It is not the responsibility of the UTC staff to determine the truth of any disclosure or allegation; this is the responsibility of local authority children's social care. All staff however have a duty to recognise where extra support is needed or where there are complex needs or child protection concerns requiring intensive or specialist support.

Ensure you record these early concerns using CPOMS and following the protocols in Appendix 4: Safeguarding and Child Protection Recording. If a student or adult does begin to reveal that a student is being harmed, you should follow the advice in the section *'If a student chooses to tell a member of staff about a concern or abuse'*.

Remember: If you are unsure, you should always have a discussion with the designated safeguarding lead or their deputies

If a student chooses to tell a member of staff about a concern or abuse

It takes a lot of courage for a student, parent, carer, or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. It is important they are reassured that they are being taken seriously, and that they will be supported and kept safe. They should not be made to feel they are creating a problem, blamed or ashamed for making a report. Reports, particularly those about sexual violence and harassment, if possible, should be managed with two members of staff present (preferably one being the designated safeguarding lead or a deputy), however this might not be possible in all cases.

If a student or adult talks to you about any risks to a student's safety or well-being you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement.

During your conversation with the student (or their parent/carer):

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions
- Keep questions to a minimum and of an open nature ('TED questions' tell me, explain, describe) i.e., 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not overreact – the student (or their parent/carer) may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Avoid admonishing the student or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong
- Do not be afraid of silences – remember how hard this must be for the student or adult
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this
- At an appropriate time tell the student or adult that to help them you must pass the information on
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a student who has been abused
- Tell the student or adult what will happen next. The student or adult may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see or contact them before the end of the day
- Report verbally to the designated safeguarding lead
- Write up your conversation as soon as possible and hand it to the designated safeguarding lead
- Students should not be asked to write statements about abuse or any concerns that may have happened to them or sign the staff record
- Seek support if you feel distressed. This may be sometime after the disclosure

Role of the designated safeguarding lead and their deputies following identification of concerns

Whenever the designated safeguarding lead or their deputies receive information regarding concerns about a student, including via police domestic abuse notifications via Operation Encompass they will:

- Review information received and assess if any urgent actions are needed, i.e. medical, child's immediate safety
- Check what is known about the student when they arrived (or not) at UTC today, how they are presenting physically and emotionally and if there are any changes in their behaviour
- Consider what is already known about the student and their family, including whether any previous concerns have been raised by staff or if they are already known to local authority children's services (targeted early/family help or social care)
- Consider what 'checks' need to be carried out and how best these can be achieved
- Inform relevant school staff who have a specific need to know i.e., class/form teacher and relevant support staff
- Where appropriate use relevant national, local, and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making, such as:
    - UTC records, assessments, and chronologies, including any contextual factors/placed based risks

  - DDSCP multi-agency guidance, tools and briefing notes which cover a broad range of safeguarding issues, see DDSCP safeguarding children procedures and documents library
  - National guidance and assessment tools e.g. Stop it now (sexual behaviours), Contextual safeguarding tools, Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
- Not directly approaching a student or parent/carer about an incident when the UTC have received a domestic abuse notification and instead make general enquiries with the student about how they are. If a student initiates a conversation about the incident the guidance outlined in the section '*If a student chooses to tell a member of staff about a concern or abuse'* will be followed
- Following the Derby and Derbyshire Safeguarding Children Procedures and using the DDSCP Threshold document to support decision making about the student's needs and the appropriate level of support and intervention. Possible options include internal support via UTC pastoral systems, early/family help, early help assessment and referral to statutory services such as local authority children's services
- Considering whether the matter should be discussed with the student's parents or carers or whether to do so may put the student at further risk of harm, see Notifying parents
- If unsure about the action to take, including if a child protection referral should be made, seeking advice from local authority children's social care or another appropriate agency
- If the concerns are about radicalisation or violent extremism, contacting the local authority Prevent team for advice and where appropriate making a referral to the police Prevent Team
- Where the student has complex needs or where there are child protection concerns, referring as appropriate to Local Authority Children's Services via agreed processes, providing a copy of the early help assessment, action plan and any other relevant assessments
- Notify the appropriate Local Authority Children's Services of any private fostering arrangements, to allow the local authority to check the arrangement is suitable and safe for the student. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing[10]
- If a student is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, including sexual violence and harassment, referring to the police. See NPCC When to call the police; guidance for schools and colleges. Safeguarding considerations must take priority and include how screening, searching, and confiscating powers will be used safely, proportionately, and appropriately, including undertaking a police strip search on a student and the requirement for students to have an appropriate adult.; see Searching, screening and confiscation at school guidance (2022)
- In all cases where students are believed to be at risk of exploitation, complete and submit an Information Sharing Form for Professionals - Operation Liberty to raise concerns and share information

Notifying parents/carers

The UTC will normally seek to discuss any needs or concerns about a student with their parents or carers. Where an early help assessment would benefit the student and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious needs or child protection concerns the designated safeguarding lead or deputies will contact the parent or carer. However, if the setting believes that notifying parents could increase the risk to the student or exacerbate the problem, then advice will first be sought from local authority children's social care.

UTC support (universal and community-based support)
In all cases the UTC will consider what support could be offered within the setting via pastoral support processes. Pastoral support will be kept under constant review to ensure that it is effective. Referrals can be made to various agencies who the UTC work within order to support the student on an individual basis. See also Derby and Derbyshire Mental Health Pathway Guidance.

Early help support and assessment (emerging needs/additional needs – will be known as Family Help)
Where a student is likely to require co-ordinated support from more than one service to prevent escalation and improve outcomes. This is reflected in the local Family Help offer, bringing together targeted early help and, where appropriate, support that may sit alongside or inform statutory assessments and plans. The designated safeguarding lead or their deputies will support the completion of an early help assessment (EHA) and if needed, co-ordinate a team around the family (TAF).

Whenever a studentand their family are supported via an early help assessment, the UTC will keep this under constant review and should the student's situation appear not to be improving or getting worse, consideration will be given to a referral to local authority children's services.

For more information about the early help assessment process see Derby and Derbyshire Safeguarding Children; Providing early help procedure.

Intensive support
Where a student requires services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or are disabled they are likely to require specialist services. The designated safeguarding lead or their deputies will refer to local authority children's services and provide a new or updated early help assessment and team around the family action plan. See Derby and Derbyshire Safeguarding Children; Making a referral to Children's Social Care procedure

Referral to local authority children's social care (specialist services)
Concerns about a student's welfare will be referred to local authority children's social care using the agreed referral process as outlined in Derby and Derbyshire Safeguarding Children; Making a referral to Children's Social Care procedure.

If at any point there is a risk of immediate serious harm to a student, an immediate referral should be made to local authority children's social care and/or if appropriate, the police

Anybody can make the referral

Where it is believed that a student is suffering or likely to suffer significant harm, a referral should be made to local authority children's social care. If the child protection concerns are urgent, the designated safeguarding lead or deputies will make a referral to local authority children's social care by phone and follow this up in 'writing' via the local authority Online Referral System. Non-urgent cases will be referred via the local authority Care Online Referral System. In Derby submission of an early help assessment, or equivalent assessment, to the weekly Vulnerable Children meeting (VCM)/ Family Help Forums (FHF) in the relevant locality can also be made.

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action hasn't been taken, any staff member can refer their concerns directly to local authority children's social care; however, they should inform the designated safeguarding lead or deputies as soon as possible.

Female genital mutilation (FGM)
If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to local authority children's social care, the individual teacher also has a mandatory reporting duty; see Mandatory Reporting of Female Genital Mutilation; procedural information (2015). Under this duty, 'known' cases of FGM where a girl under 18 informs the person that an act of FGM has been carried out on her, or where physical signs appear to show that an act of FGM was carried out, this must be reported to the police on 101. This is a personal responsibility in addition to the referral to local authority children's social care and the professional who identifies FGM and/or receives the disclosure should make the report by the close of the next working day.

Action following referral to local authority children's social care
The designated safeguarding lead, their deputies or other appropriate member of staff will:

- Where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours and attaching any existing assessment e.g., early help assessment. In all cases the UTC will also include information held about any place-based risks (harm outside of the home)
- Be aware that local authority children's social care should make a decision within one working day of the referral being made about what course of action they are taking and let the UTC know the outcome. If the information is not forthcoming, the designated safeguarding lead or another appropriate member of staff should follow this up
- Maintain contact with the allocated social worker and support them or other agencies following any referral
- Contribute to any strategy discussion or meetings
- Support any Section 47 enquiries or statutory assessments that are carried out
- Provide a report for, attend, and contribute to any initial and review Child Protection Conference. This includes sharing any reports with parents/carers and where appropriate, the student
- Share the content of this report with the parent/carer and if appropriate the student, prior to the meeting
- Attend core group meetings for any student subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan
- Whenever there are concerns about the outcome of a Child Protection Conference, use the appropriate Derby and Derbyshire Child Protection Conference Professional Dissent Process
- Where a student on a Child Protection plan, Child in Need plan or who is Looked After moves from the UTC or if there are unexplained absences from the UTC, immediately inform the student's social worker/key worker in local authority children's social care
- If after the referral the student's situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the student's situation improves. See Derby and Derbyshire Multi-Agency Dispute Resolution and Escalation Policy

Information sharing[11]
The UTC recognises the importance of information sharing between the UTC and local agencies to effectively safeguard our students. The setting operates with regard to HM

Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024), Information Commissioner's Office Sharing information to safeguard children and young people in the education sector in the UK, Data protection in schools and DDSCP Information Sharing Guidance for Practitioners.

All staff will be mindful of the seven golden rules to sharing information (See Appendix 3) and Data Protection laws (Data Protection Act (2018), UK General Data Protection Regulation (UK GDPR) obligations and Data (Use and Access) Act (2025)). Staff are aware that the Data Protection laws do not prevent or limit the sharing of information for the purposes of keeping students safe and promoting their welfare, rather, they provide the legal framework under which information can, and in some cases, must be shared.

UTC staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of a student, whether this is when problems are first emerging, or where a student is already known to local authority children's social care. Professional judgement should be used to ensure the information shared is focused and proportionate.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputies, who will seek advice from our Data Protection Officer if needed

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of students

All information sharing outside of 'business as usual', should be recorded on the appropriate logs

Staff should only discuss concerns with the designated safeguarding lead or deputies (or the most senior person on the premises if they are unavailable), Principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Where appropriate, consent will be sought to share information. However, where there are safeguarding concerns about a student, information will be shared with the appropriate organisations such as local authority children's social care under alternative, appropriate, lawful basis[12]. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

Details of whom the UTC shares information with, in what circumstances and under what lawful basis can be found in our published Privacy Notices.

Record keeping
All concerns, discussions and decisions made, including the rationale for those decisions, should be recorded in writing following the protocols using the UTC agreed processes. This includes instances where referrals were or were not made to another agency, such as local authority children's social care or the Prevent programme etc. If in doubt about recording requirements staff should discuss with the designated safeguarding lead or their deputies.

Records of concerns documentation, referrals and other written safeguarding information are stored using CPOMS. Historical paper records are stored separately from each student's

education file; this file is logged to indicate that separate information is held. Child protection files are confidential and stored securely and only made available to relevant individuals.

Records will include:

- A clear, factual and comprehensive summary of the concern which distinguishes between observed concerns, professional opinion and historic information
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached, the rationale for these, and the outcome, as well as a review of any progress made
- Any professional differences of opinion about the safety of a student will also be recorded; see DDSCP Multi Agency Dispute Resolution and Escalation Policy and Derby and Derbyshire Child Protection Conference Professional Dissent Process

When a student leaves the UTC, the designated safeguarding lead will ensure a copy of these records will be sent securely as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term) to any school/college or other education setting to which the student transfers and a confirmation of receipt obtained. The child protection file transfer will be separate to the main student file. The UTC uses CPOMS to record safeguarding concerns and these records are transferred when a student starts their new placement. This will allow the new provider to continue supporting the student and have the support in place for when the students arrives.

When child protection files are transferred, the UTC will include a clear, structured summary identifying current safeguarding concerns, relevant context, and any ongoing support needs.

The designated safeguarding lead will also consider if it would be appropriate to share any information with the new education provider in advance of the student leaving e.g. children who have or who have had a social worker and those receiving support through the Channel programme. Receiving schools can contact the UTC's designated safeguarding lead, or their deputies, to request information prior to the student transferring to ensure support is in place.

Where the UTC considers that safeguarding information is unclear or incomplete, the DSL will seek clarification where necessary to support effective safeguarding.

The designated safeguarding lead, their deputies and key staff such as special education needs co-ordinators will be informed when a student's safeguarding file is received.

Support for those involved in a safeguarding/child protection issue
Child neglect, abuse and exploitation are devastating for students and can also result in distress and anxiety for staff who become involved. We will support the students and their families and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact
- Nominating a 'case manager' where a member of staff is the subject of an allegation made by a student
- Responding sympathetically to any request from a student or member of staff for time out to deal with distress or anxiety

- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling, or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints, and disciplinary procedures
- Co-operating fully with relevant statutory agencies

7. Child-on-child abuse, including sexual harassment and violence

All staff working in or on behalf of the UTC maintain an attitude of *'it could happen here'* – this is especially important when considering child-on-child abuse. Even if there are no reports it does not mean it is not happening.

If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or their deputies

The UTC recognises that students may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours, misogyny and an unsafe environment for children. This is reflected in the UTC's behaviour policy and in staff's code of conduct policy.

The UTC will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the UTC and / or online. In addition, we also recognise that students who abuse others and any other student affected by child-on-child abuse are also likely to have considerable welfare and safeguarding issues themselves.

What is child-on-child abuse?

- Keeping Children Safe in Education (2026) defines child-on-child abuse as most likely to include but not limited to:
  - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
  - Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
  - Serious physical assault and harm, or the threat of harm with a weapon
  - Harmful sexual behaviour, sexual violence, such as rape or penetration including with an object and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
  - Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may include misogyny/misandry, be standalone or part of a broader pattern of abuse
  - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

  - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated by AI
  - Upskirting[13], which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
  - Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- It can also include causing someone to engage in extremist or radicalising behaviour
- Child-on-child abuse exists on a continuum and different forms of abuse may overlap
- It can affect any student/young person of any age and sex and can occur between two students or through a group of students abusing a single student or group of students
- Sometimes vulnerable students are targeted. For example:
  - Those living with domestic abuse or with intra-familial abuse in their histories
  - Young people in care
  - Those who have experienced bereavement through the loss of a parent, sibling, or friend
  - Black and minority ethnic students are under identified as victims but are over identified as perpetrators
  - There is recognition it is more likely that girls will be victims and boys are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g., girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
  - Evidence also shows that students with disabilities, and lesbian, gay, bisexual, or gender questioning students are at greater risk
- It is influenced by the nature of the environments in which students/young people spend their time - home, school/college, peer group, online and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer
- Child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible
- While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

Preventing child-on-child abuse

All staff know that child-on-child abuse is preventable and know that timely, evidence-based support can be key to preventing children from going on to commit harm, abuse or violence. There is a whole UTC approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole UTC approach to safeguarding. The UTC will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of UTC life.

The UTC provides a safe environment, is alert to when students might be at highest risk around the school day, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where students can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education/relationships and sex education, online

safety, and other curriculum opportunities. This may include targeted work with students identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. We recognise the escalatory nature of misogyny and downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of '*it could happen here'* and all inappropriate behaviour will be addressed.

The UTC deals with a wide continuum of student's behaviour on a day-to-day basis and most cases will be dealt with via UTC based processes. These are outlined in the following policies:

- UTC's behaviour policy, including bullying/ online bullying and prejudice-based bullying and UTC screening, searching, and confiscating powers and how they will be used safely, and appropriately, including police strip searches
- Online safety policy and other associated issues, including making or sharing nudes and semi-nudes and extremist material
- Attendance policy
- Relationships education/ relationships and sex education

Systems for students to report abuse
Even if there are no reports, all staff understand it does not mean it is not happening; it may be the case that it is not being reported. We recognise that students may not find it easy to tell staff about the abuse, that certain students may have additional barriers to telling someone and students can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

See page 24 *Systems for students to report concerns and abuse* for information about the systems in place for students to confidently report abuse.

If staff have any concerns regarding child-on-child abuse, which may have taken place on or off-site, they should speak to the designated safeguarding lead or deputies

Action on concerns
Child-on-child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important. Members of staff will take the concerns seriously and reassure the student that they will be supported and kept safe, regardless of how long it has taken them to come forward. If possible, reports should be managed with two members of staff present (preferably one being the designated safeguarding lead or one of the deputies), however this might not be possible in all cases. The victim will not be given the impression they are creating a problem or made to feel ashamed for making a report or their experience minimised. Abuse which has occurred online or outside of the UTC will be treated just as seriously as that which has occurred within the education environment.

Staff must follow *Section 6. Responding to concerns about a student's welfare* and discuss the concerns and seek advice from the designated safeguarding lead.

When an allegation is made by a student against another student, members of staff should consider if the issues raised indicate that the student and/or alleged perpetrator may have low level, emerging needs, complex/serious needs, or child protection concerns and follow the process outlined in Section 6. Responding to concerns about a student's welfare.

Considerations for cases where child-on-child abuse is a factor include:

- What are the wishes of victims in terms of how they want to proceed?
- What is the nature, extent and context of the behaviour including verbal, physical, sexual (including making or sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the time, location, duration, and frequency? Is the incident a one off or a sustained pattern of abuse? (Remember there may be other forms of abuse in addition to what has been reported) Were other students and /or adults involved? Has a crime been committed and/or have any harmfully sexual behaviours been displayed?
- What is the student's age, development, capacity to understand and make decisions (including anything that might have had an impact on this e.g., coercion), and family and social circumstances? What is the nature of the relationship between the students involved? Are they in a current or previous intimate personal relationship, do they live in the same household or setting, attend the same school/college, classes, or transport?
- What are the relative chronological and developmental ages of the students? Does the victim or perpetrator have a disability or learning difficulty? Are there are any differentials in power, social standing, or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the student victim or alleged perpetrator themselves and others e.g., other students in the UTC, adult students, UTC staff, in the student's household (particularly siblings or other children related to the household), extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other students involved/impacted. Where the report involves rape or penetration including with an object, the alleged perpetrator must be removed from any classes they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on UTC premises (including any before or after school activities) and on transport to and from the setting.

For all other reports of sexual violence and sexual harassment and forms of child-on-child abuse, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, UTC premises and transport should be considered immediately.

All decisions will be made in the best interests of the students involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the designated safeguarding lead taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required. The designated safeguarding lead will refer to relevant assessment tools and guidance as appropriate such as:

- Keeping Children Safe in Education (2026) part five
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Searching, screening and confiscation at school
- Behaviour in schools
- School suspensions and permanent exclusion
- Stop it Now Sexual Behaviours Traffic Light Tool
- DDSCP Thresholds Document
- DDSCP Safeguarding Children Procedures, in particular Children who present a risk of harm to others and Safeguarding students from online harms procedures
- When to call the police – guidance for schools and colleges

When appropriate the designated safeguarding lead may seek further advice from local or national safeguarding contacts as outlined in Section 4: Key safeguarding contacts.

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a student, the designated safeguarding lead and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

- The victim, especially their protection and support
- Whether there have been other victims
- The alleged perpetrator/s
- All the other students (and if appropriate adult students and staff) at the UTC, especially any actions that are needed to protect them from the perpetrator/s, or from future harms
- The time and location of the incident and any action required to make the location safer
- When information can be disclosed to staff and others, including the alleged perpetrator and parents/carers

Whenever local authority children's social care and/or the police are involved, the UTC will work in collaboration to ensure the best possible support and protection is provided for both the victim and the alleged perpetrator.

All reports of child-on-child abuse (including sexual harassment and/or sexual violence) will be recorded in the child's safeguarding/child protection file. This will include all decision making, risk and needs assessment and plans recorded in writing as outlined in Section 6.

Where appropriate incidents may be managed internally (universal and community based support), via early help (emerging/additional needs – which will be known as Family Help) or through local authority children's social care (via intensive and specialist services which incudes child protection concerns); reports to the police will be run in parallel with children's social care as outlined in the Derby and Derbyshire multi-agency safeguarding procedures, in particular Children who Present a Risk of Harm to Others and Safeguarding children from online harms procedures.

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered.

The UTC uses the Contextual Safeguarding School Beyond Referrals Self-Assessment Toolkit & Guidance to self-assess our response to harmful sexual behaviour. All relevant

policies will be updated to reflect the lessons learnt and consideration given to the wider cultural issues within the UTC that enabled the behaviour to occur.

Where the victim or alleged perpetrator transfers to another education setting, the designated safeguarding lead will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other students and staff. See Section 6. Responding to concerns about a student's welfare - record keeping.

Any suspicion or allegations that a student has been sexually abused or is likely to sexually abuse another student (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to local authority children's social care and where appropriate, the police

8. Safer recruitment and selection of staff

The UTC uses best practice and has adopted robust recruitment procedures as outlined in Keeping Children Safe in Education (2026) to deter and prevent people who are not suitable to work with students from applying, securing employment or volunteering opportunities in the UTC. We apply all appropriate measures for our staff, including volunteers, agency, and third-party staff (supply staff) trainees/student teachers, governors, and contractors. This forms a vital part of the whole UTC approach to safeguarding and is an essential part of creating a safe environment for our learners.

Those involved with the recruitment and employment of our staff have received appropriate safer recruitment training and at least one person who conducts an interview has completed safer recruitment training.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding students at every stage of the process from advertising, job descriptions/person specifications, application forms, shortlisting, employment history and references, selection, and pre-appointment vetting checks.

Everyone who works in the UTC, including volunteers and school governors will have appropriate Disclosure and Barring (DBS) and teacher status, teacher, and teacher prohibition checks or where appropriate GTCE sanctions and restrictions. Governors will also require section 128 checks.
(All schools and colleges providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work with children aged 5 and under or in wraparound care for children up to aged 8 e.g. breakfast clubs and after school care or are directly concerned with the management of such provisions, are not disqualified under Childcare Disqualification Regulations 2018, see Statutory Guidance Disqualification under the Childcare Act 2006).

Other checks that may be necessary for staff, volunteers, and others:

- **Individuals who have lived or worked outside the UK** – will undergo the same checks as all other staff in the UTC and further checks deemed appropriate to ensure suitability

- **Agency and third-party staff (supply staff)** - the UTC will obtain written notification from any agency or third-party organisation provider that they have carried out checks on an individual who will be working at the UTC that we would otherwise perform.
- **Contractors** - where the UTC uses contactors to provide services the contact will set out their safeguarding requirements.
- **Trainee/ student teachers** – applicants salaried by the UTC will undergo all necessary checks by the UTC. The initial teacher training provider will carry out necessary checks on fee funded trainee teachers and will provide written confirmation that these have been carried out and judged suitable to work with children.
- **Volunteers** - will undergo all necessary checks by the UTC and if they are in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight the UTC will obtain an enhanced DBS check with children's barred list information.

The school/college maintains a single central record of pre-appointment checks consistent with Keeping Children Safe in Education (2026).

See the UTC's recruitment and selection policy/disclosure and barring (DBS) policy and supervision of volunteer's statement.

Visitors
The UTC premises provide a safe learning environment with secure access. We recognise there are different types of visitors, those in a professional capacity, student's relatives or others visiting for school activities or visitors via a third party and have processes in place to ensure they are suitable, are checked and monitored as appropriate.

We recognise the importance of allowing access for local authority children's social care to conduct, or to consider whether to conduct an assessment and that staff from other partner agencies may need to visit to see a student or young person to either safeguard or promote their welfare. For visitors who are there in a professional capacity, the UTC will check ID and be assured that the visitor has had the appropriate DBS check depending on the activity they are there to carry out (or that the visitor's employers have confirmed that their staff have appropriate checks).

External speakers/visitors
The UTC may ask external speakers or visitors to work with students or provide assemblies on subjects such as online safety, relationships/relationships and sex education and health education. On these occasions we refer to the Effective Working Together Guidance: Supporting Schools to Deliver the PSHE Programme guidance. The UTC will undertake an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required, and an assessment made of what will be appropriate supervision. There will also be an agreement made in advance of the session/s on how a safeguarding report should be dealt with by an external visitor. See UTC's policy/agreement for visiting speakers.

Alternative provision
The UTC continues to be responsible for the safeguarding any student placed with an alternative provision provider. Students in alternative provision often have complex needs and are vulnerable to additional risk of harm. We will ensure that the provider meets the needs of the student.

The UTC obtains written confirmation from the provider that:

- Appropriate safeguarding checks have been carried out on their staff and individuals working for the provider; and
- The provider will inform the UTC of any arrangements that may put the student at risk i.e., staff changes, so the UTC can ensure that appropriate safeguarding checks have been carried out on new staff.

The UTC has arrangements in place to ensure attendance is monitored and that there are effective safeguarding arrangements within the provision. Arrangements include always knowing where a student is based during school hours, the address of the provider, any satellite sites and subcontracted provision a learner may attend.

Alternative provision placements are regularly reviewed to provide assurance that the student is regularly attending, and the placement continues to be safe and meets the student's needs. Whenever safeguarding concerns arise, placements are immediately reviewed and terminated, if necessary, unless or until concerns have been satisfactorily addressed.

Use of UTC premises for non-UTC activities
Our UTC safeguarding arrangements will apply to all activities provided by the UTC under the direct supervision of UTC staff. Where activities are provided by another body, the governing body will seek assurance that the provider has appropriate safeguarding protection policies and procedures in place, as outlined in the Keeping children safe in out-of-school settings guidance. This includes arrangements to liaise with the UTC where appropriate. This applies regardless of whether or not the students who attend any of these services or activities are students on the UTC roll/attend the college. Safeguarding requirements are included in all lease/hire agreements.

9. What staff should do if they have a safeguarding concern or an allegation about another member of staff or concerns about safeguarding practices within the UTC

As part of our whole UTC approach to safeguarding there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment support all of our staff to discuss matters that concern them in the workplace and, where appropriate, outside the workplace (including online) which may have implications for the welfare and safety of students.

All concerns and or allegations about adults working in or on behalf of the UTC (including supply teachers, trainee teachers, contractors, and volunteers) will be reported, recorded, and dealt with promptly and appropriately.

This includes whenever the UTC receives an allegation relating to an incident that happened when an individual or organisation was using the UTC promises for the purposes of running activities for students.

By doing so everyone in the UTC will:

- Create and embed a culture of openness, trust, and transparency
- Help to identify concerning, problematic, or inappropriate behaviour at an early stage

- Minimise risk of abuse
- Ensure that UTC staff are clear about professional boundaries and act within these, in accordance with the ethos and value of the UTC

The UTC recognise there are two levels of allegation/concern

1. Allegations that **may** meet the harms threshold
2. Allegations/concerns that **do not** meet the harms threshold, also known as 'low level concerns'

Our response to concerns/allegations is consistent with the DDSCP Safeguarding Children Allegations against Staff, Carers and Volunteers procedure.

1. **Allegations that may meet the harms threshold**

This is where an allegation might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with students in a school or college. Where it is alleged that anyone working in the establishment, including supply teachers, contractors and volunteers has:

- Behaved in a way that has harmed a student, or may have harmed a student and/or;
- Possibly committed a criminal offence against or related to a student and/or;
- Behaved towards a student or students in a way that indicates he or she may pose a risk of harm to students; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with students.

This includes any behaviour that may have happened outside UTC and is known as transferable risk.

If you have concerns about another staff member

Staff who are concerned about the conduct of a colleague (including supply staff, contractors, and volunteers) must remember that the welfare of the student is paramount.

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to students is made about another member of staff then this should be reported without delay to the principal, who will consider whether an onward referral to the LADO is required. Where there are concerns/allegations about the principal this should be referred to the chair of governors/CEO. In a situation where there is a conflict of interest in reporting the matter to the principal this should be reported directly to the Local Authority Designated Officer (LADO). The member of staff should make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated.

Looking after the welfare of the student

Where a student has been harmed, or there is an immediate risk of harm to a student or if the situation is an emergency, local authority children's social care should be contacted and where appropriate the police. It is the designated safeguarding lead's responsibility to ensure the student is not at risk and refer cases of suspected abuse to children's social care.

For further information about how concerns which may meet the harms threshold will be investigated, recorded, and managed, including non-recent allegations by a student and referrals to the Local Authority Designated Officer (LADO) see UTC's staff behaviour (code

of conduct) policy, which incorporates low-level concerns, managing allegations against staff and whistleblowing.

2. **Concerns that do not meet the harm threshold**

Allegation/concerns that do not meet the harms threshold are referred to as 'low-level concerns". A low-level concern does not mean it is insignificant, rather that the behaviour towards the student does not meet the harm threshold as outlined above.

A low- level concern is any concern, no matter how small, that an adult working in or on behalf of the UTC may have acted in a way that is:

- Inconsistent with the staff behaviour (code of conduct) policy, including inappropriate conduct outside of work, or
- Does not meet the harm threshold or is not serious enough to consider a referral to the Local Authority Designated Officer (LADO)

The behaviour can exist on a wide spectrum. Further information about distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour can be found in the UTC staff behaviour (code of conduct) policy.

Staff should share low-level concerns in confidence with the Designated Safeguarding Lead, this may include self-referral where staff have found themselves in a situation which could be misinterpreted, might appear compromising to others and or on reflection they believe they have behaved in a way that they consider falls below the expected professional's standards. Staff should speak to the DSL and should record their concerns via CPOMS.

Low-level concerns about the principal should be reported to the chair of governors. All UTC staff are aware of who the chair of governors is and how to contact them.

Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

The principal will be the decision maker in respect of all low-level concerns; however, this may be undertaken in collaboration with the designated safeguarding lead.

Reports about supply staff or contractors will be notified to their employers.

All low-level concerns will be recorded in writing to include details of the concern, the context and the action taken. For further information about the procedure for recording and responding to low-level concerns see UTC staff behaviour (code of conduct) policy.

Concerns about safeguarding practices within the UTC

All staff are encouraged to raise concerns about poor or unsafe practice and potential failures in the UTC safeguarding regime. These concerns will be taken seriously by the senior leadership team.

For information about how to raise concerns with the senior leadership team or other channels see staff behaviour (code of conduct) policy, which incorporates the whistleblowing routes available to staff.

Appendix 1 **Example concerns form**

Education settings must ensure that volunteers, staff, and governors are able to record concerns about:

- The welfare of a student; and
- The behaviour of a volunteer, member of staff, trainee teacher, governor or person connected with the UTC

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

Principles
A statement should be included on the form used in the setting that confirms:

"Any member of the staff, including volunteers, must record any concerns about a student or young person. This form must be completed as soon as possible after the discovery of the concern. If the concern is about:

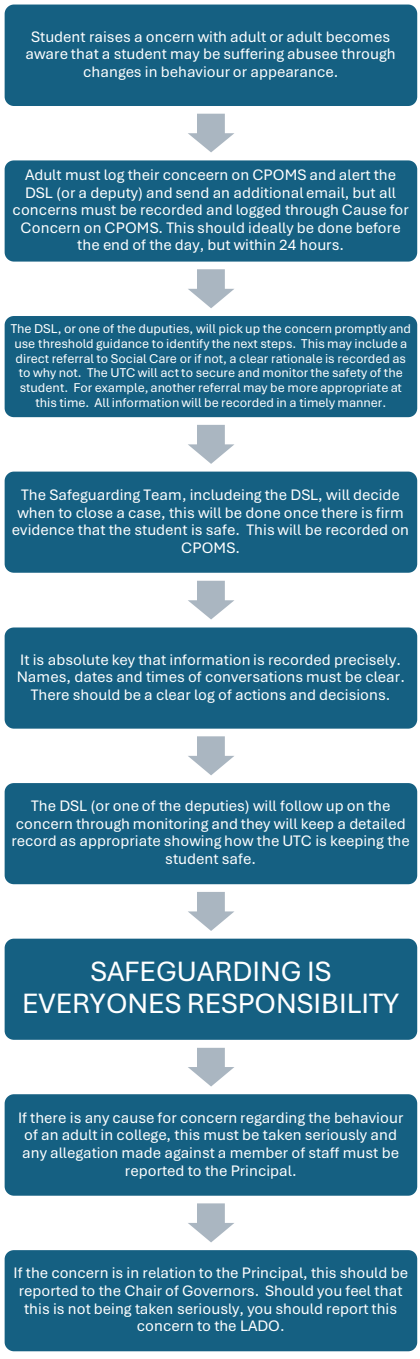
- *The welfare of a student, it must be sent to the designated safeguarding lead/safeguarding deputies*
- *The behaviour of any member of staff, it must be sent immediately to the principal, or the chair of governors, if the allegation is against the principal or where the allegations should be reported to the Chair of Governors or directly to the Local Authority Designated Officer (LADO).*

If the concerns are immediate, please inform an appropriate person straight away."

Things to consider when alerting the designated safeguarding lead/deputies about a concern relating to a student via CPOMS

Concern/Incident/Disclosure: Why are you concerned about this student? What have you observed and when? What have you been told and when? Please provide a description of any incident/s or anything you see or have been told by a student, or another person. Record any visible injuries or ask the student to point to where else it is sore/hurts. photos of injuries. If photos of injuries are required for evidence purposes, then this should be done by the police. Remember to make clear what is fact and what is hearsay/opinion. Note the language and terminology used by the student, or adult, and be clear about who has said what.
Please record as much information as possible/known on CPOMS Please use the category **Concern raised by staff** as the SG Team will categorise as appropriate. Please remember to alert the DSL / DDSLs to your concern.

Appendix 2 Safeguarding flowchart



Appendix 3 The seven golden rules to sharing information (including personal information)

1. **All students have a right to be protected from abuse and neglect. Protecting a student from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.** The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework[14] to support information sharing where practitioners have reason to believe failure to share information may result in the student being at risk of harm.

2. **When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the student[15] and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why.** You are not required to inform them, if you have reason to believe that doing so may put the student at increased risk of harm (e.g., because their carer(s) may harm the student, or react violently to anyone seeking to intervene, or because the student might withhold information or withdraw from services).

3. **You do not need consent to share personal information about a student and/or members of their family if a student is at risk or there is a perceived risk of harm.** You need a lawful basis[16] to share information under data protection law, but when you intend to share information as part of action to safeguard a student at possible risk of harm[17], consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a student and their carer(s) wherever possible. This means you should consider any objection the student or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the student from harm.

4. **Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.** Do not leave a student at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who at the UTC can provide advice about what information to share and with whom. This may be the principal, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer[18]), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.

5. **When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the student, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.**

6. **Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the student and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

7. **Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.** When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (2024) HM Government

Note: The Derbyshire Education Data Hub advise schools ensure there is a good working relationship between DSL and Data Protection Officer (DPO). Work together to determine when information should be shared, how and under what lawful basis. Ensure all decisions are properly recorded and do not attempt to redact information without the support and advice of your Data Protection Officer (even if your safeguarding recording software offers this functionality).

Appendix 4 Safeguarding and child protection recording

(Please note: this appendix has been developed and published for schools by the Derbyshire Data Protection Hub)

Introduction
The Independent Inquiry into Child Sexual Abuse (IICSA) found that proper creation, maintenance and long-term retention of records is an important part of supporting victims of Child Sexual Abuse (CSA) and bringing perpetrators to justice. This is because victims and survivors may take decades to come to terms with what has happened to them and potentially to decide to take action to report a crime.

The IICSA Inquiry recommended that records relating to CSA should be retained for 75 years. It also recommended that the UK government directs the Information Commissioner's Office (ICO) to introduce a Code of Practice on retention of and access to records known to relate to child sexual abuse. The Inquiry report stated that such a code should set out that institutions should have:

- retention policies that reflect the importance of such records to victims and survivors, and that they may take decades to seek to access such records;
- clear and accessible procedures for victims and survivors of child sexual abuse to access such records;
- policies, procedures and training for staff responding to requests to ensure that they recognise the long-term impact of child sexual abuse and engage with the applicant with empathy.

A Code of Practice has not yet been published, but [School name] is committed to ensuring practices at the school are reflective of IICSA recommendations.

Statement of Intent
The UTC is aware that creation, maintenance and retention of child protection, safeguarding and CSA records must be carried out with the understanding that access to records may be required many decades after records are created.
This document should be read in conjunction with the UTC's Record Retention Policy. [Note to schools- you should review and update your Retention Policy if it still refers to no record deletion whilst the IICSA inquiry is ongoing].

How to record safeguarding concerns.
Given these very long retention periods, the UTC will ensure that safeguarding, child protection and CSA records are written in such a way as to be intelligible in the future and without any additional knowledge of the UTC, its staff, students or systems. Staff will be trained in good practice.

Our records will:

- Be written by the school's Designated Safeguarding Lead (DSL), Deputies (DDSL) or other suitably trained staff. Staff can log concerns on CPOMS but a member of the safeguarding team will follow up the concern and action as appropriate
- Identify the author by name and role
- Make clear it where the person who is recording the information is not the person who has seen or heard the issue, and identify all relevant parties by name and role

- Use initials of staff, full names other adults and parents/family members (full name in this context means first and surname)
- Ensure staff roles / job titles are included
- Ensure family relationships are clear
- Use full name (not initials) of student whose record this is
- Use initials or full name of any other student involved and ensure a mirror record is on their file, if appropriate
- Where individuals have the same or similar names, ensure there is a distinguishing factor, eg middle name, job title, DoB etc
- Ensure all spelling, punctuation and grammar is correct.
- Use appropriate language to describe events, not slang, shorthand, local terminology or asterixis.
- Ensure quotes are properly identified as such and attributed to their owner
- Be objective and avoid opinion. If opinion is necessary, ensure it is identified as such and attributed to its owner.

How records are stored
The UTC use CPOMS to record and store safeguarding records.

This method was risk assessed in conjunction with our Data Protection Officer using a Data Protection Impact Assessment to determine the nature, scope and context of the data processing. This is subject to regular review.

We inform our students, families and staff that we process their personal data for this purpose via our Privacy Notices which are published on the school website.

Any related physical first-hand notes will be securely scanner and attached to the student's CPOMS log.

The transfer of student safeguarding records
Keeping Children Safe in Education states that "where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file."

When a student leaves the UTC, all students records, including safeguarding and CSA records must be transferred in a secure manner, to the student's new school. The legal basis and time scale for this can be found in The Education (Pupil Information) (England) Regulations 2005, parental consent is not required.

All copies of data held by the UTC that the student has departed will then be deleted or retained in line with the retention policy, including all paper records and data stored electronically. A record could be kept for tracking and auditing purposes only.

Schools may retain some minimal 'skeleton' data about pupils' admission, departure and next destination (where known) in order to respond to any requests for information about these students and for the UTC's historical archive. Where we intend to create and maintain these records, this will be noted on the retention policy. In some instances, we may have a legitimate interest in retaining a copy of more detailed student records for a longer time

period. If we do retain student records, we will justify this retention and document the reasons for doing so, and will carry out a Data Protection Impact Assessment where required.

Responsibility for maintaining the student record, including retaining records relating to Child Protection, Safeguarding and CSA passes to the 'last known school'.

The UTC is the final or last known school if:

- secondary phase and the student left at 16 years old or for post-16 or independent education, or;
- at any point the student left for elective home education, they are missing from education, or have left the UK, or have died.

Tertiary colleges are not included in this definition; therefore the UTC will retain the record. However, the UTC must receive a copy of the safeguarding file, as per the requirements of KCSiE above.

Retention of Records relating to Staff
The UTC retains staff records in line with the school Record Retention Policy. Where staff records pertain to CSA they will be retained for up to 75 years, subject to review, as set out in the Policy.

As stated above regarding the long-term retention of minimal student records, we may wish to retain very basic 'skeleton' records about staff that have worked in the UTC beyond the normal retention of the whole personnel/HR file. This information may include the staff name, role, contract start and end dates and evidence of Single Central Record checks. This may be useful when we need to respond to requests for information from/regarding staff, in the event of it being needed for litigation or other legal purpose and as part of our historical archive. If we intend to create and maintain these records, this will be noted on the retention policy.